DOCUMENT RESUME

ED 222 794 CG 016 250

AUTHOR	Monroe, Virginia; And Others
TITLE	Guidance Curriculum Methods Guide for Secondary Schools. Georgia Comprehensive Guidance Series.
INSTITUTION	Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
SPONS AGENCY	Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE	81
NOTE	755p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF04/PC31 Plus Postage.
DESCRIPTORS	Adolescents; *Competency Based Education; Course Content; Evaluation Methods; *Guidance Objectives; *Guidance Programs; *High Schools; High School Students; *Learning Activities; Learning Modules; Performance Factors; Secondary Education

ABSTRACT

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, curriculum, and activity guides for grades K-12. Part 1 of this activity guide presents the eight content/goal areas of the developmental model, i.e.: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving, organized for use in basic subject matter areas as mathematics, science, and social studies. The format for each content/goal area presentation consists of activity descriptions, worksheets, and directions for lesson presentation. Evaluation forms with performance indicators are also included. Part 2 contains descriptions of classroom and small group processes (brainstorming, role playing, interviewing) to implement the guidance curriculum activities. Directions for adapting or creating materials to fit the guidance model are included along with an activity writing checklist. (MCF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED222794

GUIDANCE CURRICULUM METHODS GUIDE

FOR

SECONDARY SCHOOLS

Georgia Comprehensive Guidance Series

Georgia State Department of Education
Atlanta, Georgia
1981

Contributing Staff:

Virginia Monroe
Valeta M. Snell
Linda C. Jones
Margaret S. Gunderson
Earl J. Moore
University of Missouri-Columbia

CG 016250

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. Moughan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Developed by:

Career Development Projects
Department of Counseling and Personnel Services
College of Education
University of Missouri-Columbia

Project Director - Earl J. Moore

Pupil Personnel Services
Division of Educational Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334

Charles McDaniel
State Superintendent of Schools
1981

GEORGIA COMPREHENSIVE GUIDANCE PROGRAM
GUIDANCE AND COUNSELING UNIT
STUDENT SUPPORT SERVICES

GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

Charles McDaniel

State Superintendent of Schools

TABLE OF CONTENTS

Introduction 1

Part One: Guidance Curriculum Activities 3

  Reference: Competency-Based Format Activities 7

  Mathematics 9

  Social Studies 55

  Practical Arts 273

  Science 339

  Language Arts 371

  Health and Physical Education 551

  Fine Arts 605

  Activity Writing Forms 641

  Overview: Content Areas/Goals/Competencies 691

Part Two: Classroom and Small Group Processes 719

  Brainstorming 725

  Utilizing Student Presentations 729

  Media Hints and Activities 737

  Interviewing 745

  Discussion Groups 751

  Creating a Facilitative School Climate 777

  Ideas to Help Create a Facilitative Classroom Climate 781

  Ideas for Improving School Climate 785

  Imagery 787

  Role Playing in the Classroom 794

  Field Trips 797

  Visits by Resource Persons 809

INTRODUCTION

The *Guidance Curriculum Methods Guide* is intended to support guidance curriculum activities in the secondary schools. The materials in the Guide were collected from many sources and organized for use with the Georgia Guidance Curriculum Model framework. (See Guidance Curriculum and Assessment Procedures Manual for Secondary Schools.) Teachers, counselors and other guidance staff can adopt or adapt these materials for local school setting use. Also it is expected that these methods will stimulate a continuous research and development effort to expand and extend this volume.

Part I presents guidance curriculum activities organized in terms of typical subject matter areas. Instructors may wish to modify activities found in another subject matter area for use in their own area. *All* activities are placed in Guidance Content Goal Areas identified by the Georgia Guidance Curriculum Model. Some activities are written in a *competency-based* format. Users may wish to convert the other activities to this more rigorous format.

Part II contains some classroom and small group processes that can be used for various guidance curriculum activities. Again, guidance staff can add other resources to this section as they become available.

PART ONE

GUIDANCE CURRICULUM ACTIVITIES

Part I

GUIDANCE CURRICULUM ACTIVITIES

This Part contains activities organized around typical subject matter areas: mathematics, social studies, practical arts, science, language arts, health and physical education and fine arts. Activities are indexed by the Guidance Content Areas in the Georgia Comprehensive Guidance Model. Some activities have been developed around a competency-based format that includes performance indicators that can be used for evaluation.* Activity writing forms that fit Specific Content Area/Goal elements are also included at the end of this Part on page 641. These blank forms can be reproduced for use in activity writing. An overview of the Content Areas/Goals/Competencies for all grade levels are listed at the end of this Part on page 691.

Adopting, Adapting, and Creating Guidance Curriculum Materials

Following is a description of the methods used to provide guidance curriculum materials:

1. *Adopting* guidance materials means that you use some materials that someone else has written and change them very little to meet your local needs.

2. *Adapting* guidance materials means that you use someone else's materials but change or revise them to meet the needs of your particular situation.

3. *Creating* guidance materials means that you start from the beginning and write your own materials, including learning activities and assessment measures.

The Process of Adopting. Adopting guidance curriculum materials helps avoid "reinventing the wheel." The basic task is to identify materials which have the same goal or one similar to the one that you have.

There are good materials which have already been produced. These materials have been produced by national, state and local projects in career education, career guidance, and guidance projects.

Also, the State Department of Education units representing career education and guidance have access to exemplary guidance materials produced through projects in our state. In addition to these sources, there are many excellent materials produced by commercial publishers. Whatever the material source, select the curriculum materials according to some established standards and procedures.

---

*See Reference: Competency-Based Format Activities on page 7.

The Process of Adapting. To adapt materials, an instructor needs to select materials which are close to the primary goal(s) and competencies. Select materials which at least match a program goal and one or more competencies. Select materials which have learning materials fitting your "style" of teaching. An instructor may find materials which fit their objectives, but does not want to use the learning activities. In that case, they will need to examine other materials or contact other sources to identify learning activities which they want to use.

Materials are indexed in several ways. Some of these ways are:

- By *subject area*--e.g., social studies, science.
- By *level*--guidance activities by grade levels, e.g., K-3, 4-6, 7-8, 9-12, college and adult.
- By *occupational cluster*--career guidance materials in marketing and distribution, in manufacturing, in hospitality and recreation, etc.
- By *delivery area*--classroom, guidance programs, guidance centers, community centers
- By *life role*--producer role; citizen role; consumer role; learner role; and personal role
- By *guidance content*--e.g., self-understanding, interpersonal relations, valuing and decision-making, or information processing.

When examining materials for adaptation, it may be necessary to use one or more of the categories to help you find materials which specifically meet your needs.

The Process of Creating. Start with goals and competencies since they help define what it is that you need to do. Once the goals and competencies are stated, complete each of the following steps:

- Outline the basic information that the student would learn. Consult other materials to help organize the information.
- Develop or identify learning activities which will help the student learn or apply a principle or concept.
- Develop or identify performance assessment items which will indicate how much or what your students have learned. The key concept here is to ask the question, "What evidence will I accept that they have learned what I want them to?" Many competency statements already have their own assessment items.
- Use the checklist below as a guide to help develop materials or adapt others.

ACTIVITY WRITING CHECKLIST

What is provided or given?

- State the goals and competencies
- Identify the learner prerequisites

How will the students be expected to behave as a result of the activity?

- Brainstorm a list of performance indicators
- Focus on the age, interest and abilities of the students

What are the process possibilities?

- Examine present methods being used with other goals and competencies
- Explore other techniques and approaches unique to this area

Are there infusion possibilities?

- Identify subject matter concepts and/or skills that this activity could introduce, serve as a vehicle or become a follow-up/closing activity of a unit.
- Identify major activities or processes currently used with other subject matter concepts that could be modified to serve as a vehicle for these outcomes.

Are there ways to make the process meaningful?

- Check its potential for fostering relevancy, reinforcement distribution, and responsibility taking
- Check its potential for personalizing the individual decision making process

Can the materials and resources be secured?

- State what is needed
- Determine ways of obtaining

Consider adjustments

- Determine what can be done with fast and slow finishers
- What alternate procedures or groupings are possible to implement

10

REFERENCE: COMPETENCY-BASED FORMAT ACTIVITIES

PAGE

MATHEMATICS

Budgeting (Rights and Responsibilities, Goal D, Grade 7) 27
Library Search (Rights and Responsibilities, Goal D, Grade 7) 31
Life Planning (Rights and Responsibilities, Goal D, Grade 8) 35
Steps in a Task (Achievement Motivation, Goal B, Grade 8) 45

SOCIAL STUDIES

Things for Fun (Self-Understanding, Goal A, Grade 8) 57
Basic Human Needs (Self-Understanding, Goal A, Grade 8) 59
What is Mental Health? (Self-Understanding, Goal A, Grade 8) 63
Trust Groups (Self-Understanding, Goal B, Grade 7) 81
Jobs and Abilities (Self-Understanding, Goal B, Grade 8) 85
Finding Your Place (Interpersonal Relations, Goal C, Grade 7) 91
Non-Assertive and Aggressive Behaviors (Expressing Ideas, Goal B, Grade 8) 101
Getting Along With Other Workers (Expressing Ideas, Goal B, Grade 11) 103
Settings (Gathering and Processing Information, Goal A, Grade 7) 119
Life Events (Gathering and Processing Information, Goal A, Grade 9) 121
Leisure Activities (Gathering and Processing Information, Goal B, Grade 7) 133
Citizen and Consumer (Gathering and Processing Information, Goal B, Grade 8) 137
Understanding Family Rights and Responsibilities (Rights and Responsibilities, Goal A, Grade 7) 149
Know Your Rights! (Rights and Responsibilities, Goal A, Grade 9) 151
School Environment (Rights and Responsibilities, Goal B, Grade 7) 155
SQR^3 (Rights and Responsibilities, Goal B, Grade 9) 157
Using SQR^3 (Rights and Responsibilities, Goal B, Grade 10) 171
Taxing Words (Rights and Responsibilities, Goal C, Grade 9) 177
Where Does My Money Go? (Rights and Responsibilities, Goal C, Grade 9) 183
Consumer Awareness-Buyer Beware (Rights and Responsibilities, Goal D, Grade 11) . . 189
Producer Rights and Responsibilities (Rights and Responsibilities, Goal E, Grade 7) 203
Controversial Work Behavior (Rights and Responsibilities, Goal E, Grade 10) 207
What I Want from a Job (Rights and Responsibilities, Goal E, Grade 12) 213
Value Ranking (Valuing and Decision Making, Goal A, Grade 7) 221
Values and Opinions in Decision Making (Valuing and Decision Making, Goal B, Grade 7) 227
Alternatives, Risks, and Consequences (Valuing and Decision Making, Goal B, Grade 8) 231
Decisions (Valuing and Decision Making, Goal C, Grade 9) 237
Snowstorm (Valuing and Decision Making, Goal C, Grade 11) 241
Time Crunch (Achievement Motivation, Goal A, Grade 10) 247
Personal Goals (Achievement Motivation, Goal A, Grade 11) 251
Your Future and Planning (Achievement Motivation, Goal A, Grade 11) 255
Helping Self and Others (Problem Solving, Goal A, Grade 8) 259
Obsolete Jobs (Problem Solving, Goal B, Grade 7) 265
"Growing" Concerns (Problem Solving, Goal B, Grade 10) 269

PRACTICAL ARTS

Family Constellations (Interpersonal Relations, Goal B, Grade 9) 279
Peer and Adult Interaction (Interpersonal Relations, Goal D, Grade 7) 287
Decisions! Decisions! Decisions! (Valuing and Decision Making, Goal B, Grade 12) . . 315

SCIENCE

Why I'm Me (Self-Understanding, Goal B, Grade 10) 341
New Planet (Valuing and Decision Making, Goal A, Grade 8) 361
Space Rendezvous (Valuing and Decision Making, Goal C, Grade 10) 365

LANGUAGE ARTS

Media (Self-Understanding, Goal C, Grade 7) 383
Whose Problem Is It? (Self-Understanding, Goal C, Grade 8) 385
Group Discussion Roles (Interpersonal Relations, Goal A, Grade 7) 391
Leading and Listening (Interpersonal Relations, Goal A, Grade 7) 399
Make a Speech (Interpersonal Relations, Goal A, Grade 8) 405
Listening (Interpersonal Relations, Goal A, Grade 10) 409
Communication (Interpersonal Relations, Goal A, Grade 12) 413
Friendships (Interpersonal Relations, Goal C, Grade 8) 423
Self and Environment (Interpersonal Relations, Goal D, Grade 10) 429
Cinquain Poetry (Expressing Ideas, Goal A, Grade 7) 435
Written Expression (Expressing Ideas, Goal A, Grade 8) 439
Emotional Blocks to Assertive Behavior (Expressing Ideas, Goal B, Grade 7) . . .445
Future Settings (Gathering and Processing Information, Goal A, Grade 8) 467
Activity Diary (Gathering and Processing Information, Goal A, Grade 9) 469
Fantasy Setting (Gathering and Processing Information, Goal A, Grade 11) 473
Job Stereotypes (Gathering and Processing Information, Goal C, Grade 8) 491
Personal Learning and Study Skills (Rights and Responsibilities, Goal B, Grade 8) 505
Shopping Abroad (Rights and Responsibilities, Goal D, Grade 9) 511
Values and Life Style (Valuing and Decision Making, Goal A, Grade 10) 515
Past Consequences (Valuing and Decision Making, Goal B, Grade 9) 521
Three Approaches (Achievement Motivation, Goal A, Grade 7) 529
Realistic Goals (Achievement Motivation, Goal A, Grade 8) 533
Solving Problems (Problem Solving, Goal A, Grade 7) 537
Future Work (Problem Solving, Goal B, Grade 8) 541
Making Changes (Problem Solving, Goal B, Grade 11) 545

HEALTH AND PHYSICAL EDUCATION

Physical Health (Self-Understanding, Goal A, Grade 7) 553
Show and Tell (Self-Understanding, Goal A, Grade 9) 555
Present and Future (Self-Understanding, Goal A, Grade 9) 559
Discovery (Self-Understanding, Goal A, Grade 10) 563
Reasoning (Self-Understanding, Goal A, Grade 10) 567
Checklist of Stress (Self-Understanding, Goal A, Grade 11) 571
Group Stress Reduction (Self-Understanding, Goal A, Grade 11) 575
Relaxation (Self-Understanding, Goal A, Grade 11) 577
Pulse Test (Self-Understanding, Goal A, Grade 12) 581
Charting Habits (Self-Understanding, Goal A, Grade 12) 585
Act It Out (Self-Understanding, Goal A, Grade 12) 589
Collage of Self (Self-Understanding, Goal B, Grade 12) 595

FINE ARTS

Adults Work Together (Rights and Responsibilities, Goal E, Grade 8) 623
Me Collage (Valuing and Decision Making, Goal A, Grade 9) 635

MATHEMATICS

Subject: Math

Content: Self Understanding

Goal B : Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Activity:

Here is a general vocational aptitude instrument to help students in their planning.

Part I:

Rank from highest to lowest your opinion of the general vocational aptitudes which you have. Put a "1" in front of the aptitude which you think is your highest. Put a "2" in front of the aptitude which you think is your second highest. Continue until you have ranked all the aptitudes.

_____1. Verbal ability (ability to use words and ideas expressed in words)

_____2. Numerical ability (ability to use numbers and ideas expressed in quantities)

_____3. Visual perception (ability to see details in two or three dimensions)

_____4. Physical coordination or dexterity (ability to engage in physical exertion)

_____5. Social ability (ability to get along with others)

_____6. Creativity (ability to develop or produce something new)

_____7. Physical stamina or strength (ability to engage in physical exertion)

_____8. Empathy (ability to accompany other people in their thinking and feeling)

_____9. Organizational ability (ability to bring together different elements to accomplish a goal)

14

Subj.: Math
Content: I
Goal: B

Part II:

Match Column B with Column A. Write the letter beside the occupation in Column B in the space beside the aptitude in Column A which you think it best fits.

Column A

_____1. Verbal ability
_____2. Numerical ability
_____3. Visual perception
_____4. Physical coordination or dexterity
_____5. Social ability
_____6. Creativity
_____7. Physical stamina or strength
_____8. Empathy
_____9. Organizational ability

Column B

a. Cement-Mason helper
b. Counselor
c. Proofreader
d. Receptionist
e. Technical writer
f. Programmer
g. Restaurant manager
h. Cartoonist
i. Athlete

****

Have the students use string to measure different parts of their bodies. Have them begin first with height. Have them put their names on the strings and have them tape the strings on the board so the bottoms touch the floor. Have them arrange the strings from shortest to longest.

Have them repeat, this time measuring their arms. Again they tape their names to the strings but hang them all even at the top. They should arrange these from largest to smallest.

****

Subject: Math

Content: Interpersonal Relations

Goal B : Students will develop and incorporate skills that encourage and enhance relationships with their families.

Activity:

Have the students ask adults at home what they use to help organize their lives. Have the students set up a display of organizing aids. Such things might include:

- --files
- --logs
- --journals
- --time tables
- --appointment books
- --sales records
- --personal records
- --clocks
- --notebooks
- --lists
- --calendars
- --bulletin boards

Then have each student explain how his or her parent uses the organizing aid which was brought for display.

****

Subject: Math

Content: Interpersonal Relations

Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

JOB ENTRY EXPECTATIONS

Tell the class that once a job has been obtained there are still important initial steps to be taken. The work environment--people, activities, and physical layout--must be learned. The newcomer must acclimate to the environment and it in turn changes in order to accommodate the newcomer. In other words, it isn't enough to have sought out and been awarded that position for which you are so well trained--job entry also includes getting to know the reality, the ins and outs and ups and downs, of the work environment.

1. Divide the class into groups of five or, preferably, six members each. Explain that each group is to imagine itself as a working team in a large organization. The teams are going to be given a task to complete and each team will be timed in an effort to determine which group will be selected by the President of the organization to carry out an important future assignment.

   Before assigning the tasks to the various groups ask the students to be particularly sensitive to how they and their team members work together in order to complete the job. After the group work you will all discuss the dynamics of working with other people toward a common goal.

2. Explain to the class that in any situation where people work together there emerge a number of personality types. Since you will later be discussing the interrelationships of people working together it would be interesting to note how different personality types contribute to a team effort. Therefore, you are going to assign each student a personality type to act out in his or her group while the assigned task is being completed.

   Distribute to each individual within each group a copy of one personality type description provided on the activity resource page.

> Before class, determine how many possible groups there will be. Run off one copy of Personality Types Activity Sheet for each group. Cut apart the personality descriptions, and retain the six slips clipped together or in a separate envelope. Assigning the different roles to group members will then be simply and quickly done in class.

Subject: Math
Content: II
Goal: C

Ask the pupils to not tell each other which type of individual they will be acting out. Provide some time for everyone to read over their slips and think of how they will assume the described roles.

3. Distribute one tangram (Activity Sheet: TANGRAM) to each group. Allow enough time for a group member to cut the square into seven tangram pieces. Care should be taken in cutting along the lines. The pieces will then fit back together more precisely.

   Explain that you are going to give a "shape design" to each item for them to shape their tangram pieces into. That is what their task will be and they will be timed on how long it takes them to do it.

   Now that they know what their task is to be they should assume their assigned personalities and talk about the job for a few minutes while you prepare to distribute the assignments.

   > Watch timing here. Allow long enough for the personalities to emerge. Once you begin to distribute the shape descriptions do so quickly and in such a way (fold the pages or have them in envelopes) as to allow the teams to begin working at the same time.

4. Distribute to each team the name and outline of the shape they are to form (Activity Sheet: TANGRAM FIGURES) with their tangram pieces. Tell them to begin working.

   > Before class, outline each of the shapes provided on the left of Activity Sheet: TANGRAM FIGURES on separate sheets of paper and title the sheets with the name of the shapes. You can regulate the level of task difficulty according to how you choose to do this. The tangram pieces can be most easily assembled into the prescribed shape if the outline measurements match those of the tangram pieces. In this case the pieces are juggled around inside the form until the shape is accurately covered. The task becomes harder if you simply copy the shapes in the size provided on the Activity Sheet.

5. After the teams have all finished the task at hand use the figures on the right side of the Activity Sheet: TANGRAM FIGURES to check the results. Announce that the president of the imaginary organization will award the future assignment to the team who completed their project in the shortest time. Tell the students to continue in their assigned personality roles and talk in their teams about the method in which the president went about making this important decision.

Subject: Math
Content: II
Goal: C

6. Reassemble the class into a single group and talk about what they have done. Read the description of each assigned personality type. Ask the pupils to identify which role they played in their teams.

   - How many team members recognized the kinds of roles emerging within the group as they were working on the tangrams?
   - Identify the strong and the weak points inherent within the roles.
   - If you had been a newcomer on the job the day the task was assigned which team member would have put you most at ease? Who would have been most helpful to you as an individual? Most inspiring? Most challenging? Who might have caused you to have second thoughts about the job?

   Talk about the expectations and the realities of entering a job. One of the job features often overlooked by young people investigating a particular position is the inter-personal dynamics within the environment in which they will be working. What will working with a variety of co-workers be like? How will I relate to my immediate superior and to the "big boss"? Will I fit well into the scheme of things? Even in the case of workers in jobs which entail little involvement with people these factors need to be considered. Fitting into the "people environment" is part of the entry into a job.

7. Brainstorm and discuss some other job entry considerations.

   - Salary: How will you spend it? How will you save or invest any part of it?
   - Work setting: Will you need privacy and be willing to ask for it? How will you make your work place your own?
   - Benefit plans: Which ones are offered? On what basis will you decide whether or not to participate in them?
   - Job responsibilities: Are they in actuality the same as those which are described to you when applying for the job? If not, will you clarify your work role with your superior?
   - Leisure time: Will you be able to leave your work "at the office" and enjoy your free time? Which leisure activities will be most satisfying? Will you realistically have the time and energy needed to enjoy them? Will they compliment your work activies and vice-versa?

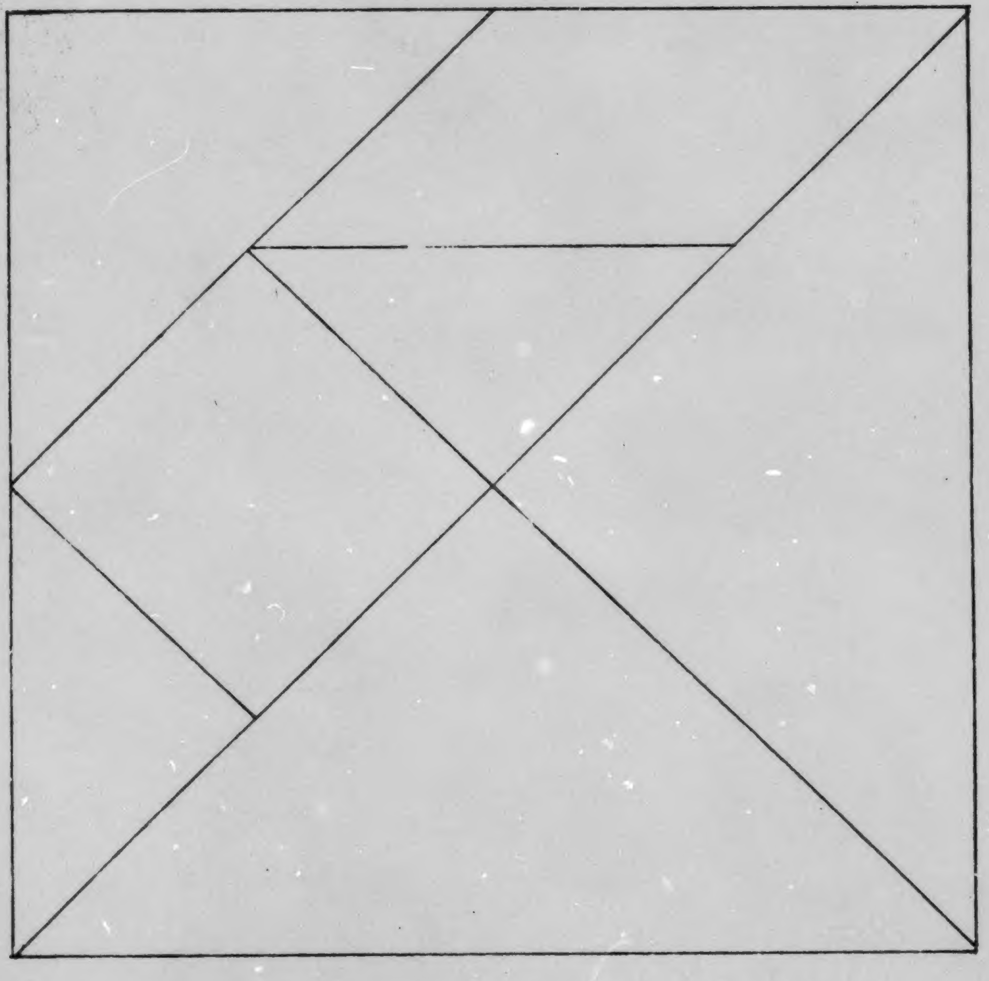
Subject: Math
Content: II
Goal: C

PERSONALITY TYPES

ASPIRANT	You are actually qualified for a different kind of work and are aspiring to bigger and better times. Tell everyone about these plans and explain that you joined this group because it was the only position currently available. Contribute to the team effort in such a way as to not let anyone forget this fact.
EXPERT	You feel you are the authority since you have had the longest experience in this area. Act like an expert.
PUSHER	You want to get this task completed and see it done on time. Use your coercive nature and move the group along by being threatening.
JOLLY GOOD FELLOW	You like the folks in your group and they like you. Your personality is a big asset. Offer help in the form of confidence, enthusiasm, and empathy and make it "catching."
COMPENSATOR	You feel that the best way to get through this task is to work toward a reward. Make some promises to group members, give them some incentive.
OVERSEER	You have been left in charge of this project during the absence of the boss. Tell the others that you are responsible for the work they do. Remind them of this as you oversee their method of working and reaching the goal.

Subject: Math
Content: II
Goal: C

A TANGRAM

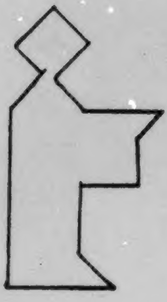


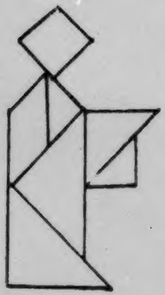
(Schulman, D. Puzzles. *The Family Creative Workshop*, Vol. 13. New York: Plenary Publications, 1976.)

Subject: Math
Content: 11
Goal: C

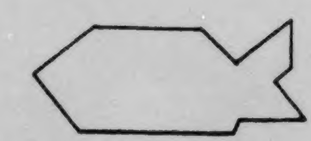
TANGRAM FIGURES

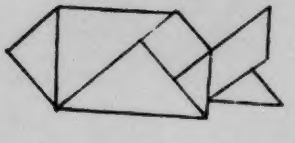
Monk



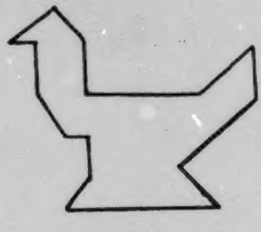


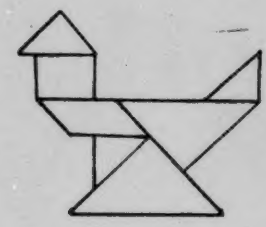
Fish



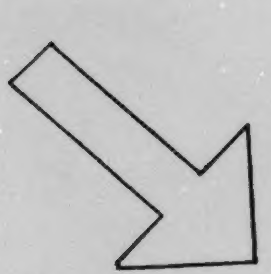


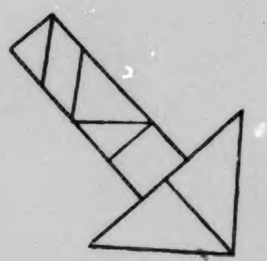
Chicken



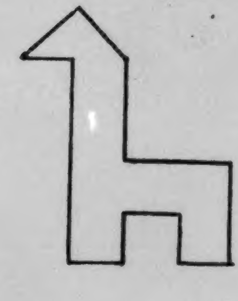


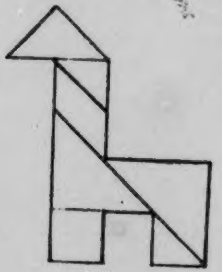
Arrow





Giraffe





(Shulman, 1976, pp. 1660, 1664.)

Subject: Math

Content: Interpersonal Relations

Goal C : Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Activity:

Here is an activity to help students learn to use properties of equality by appearing to guess numbers secretly thought of by friends.

> While the editor acknowledges the current trend in pronoun usage, this activity has been presented as written for the sake of simplicity.

Tell a friend that you can give his age (or any other whole number he might choose) if he will follow a few directions. Ask him to do the following silently, as you give him directions. When he gives his final result, you can tell him the number he chose. EXAMPLE: Age 13

You say . . .	You think (or write).	He thinks . . . .
multiply your age by 3	$3a$	$13 \times 3 = 39$
add 10 to the results	$3a + 10$	$39 + 10 = 49$
subtract twice your age	$3a + 10 - 2a$ $= a + 10$	$13 \times 2 = 26$ $49 - 26 = 23$
subtract 6	$a + 10 - 6 = a + 4$	$23 - 6 = 17$
tell me the answer	$a + 4 = 17$ $13 + 4 = 17$ $a = 13$	17
you are 13.		How did you guess?

Try this with your own age before you try it on anyone else. After a while you can vary the numbers and operations used.

****

Subject: Math

Content: Expressing Ideas

Goal A : Students will develop and incorporate an understanding of the various methods of expression in their daily lives.

Activities:

Have the art teacher present examples of geometric shapes used by famous artists. Perhaps the students can then create their own such works of art.

****

Display a classroom collection of books and prints by artists such as:

--Mondrian
--Klee
--Klandinsky
--Feininger
--Matisse
--Escher
--Picasso
--Braque
--Ivan Gris
--Gleizes

Have the students use the compass, ruler, and protractor to make circles, arcs, shapes, and designs of geometric art. Display these when completed.

****

Subject: Math

Content: Gathering and Processing Information

Goal: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

Activity:

Have the students read biographies of Albert Einstein. Have them try to discover why Einstein did not like math in elementary school.

****

Subject: Math

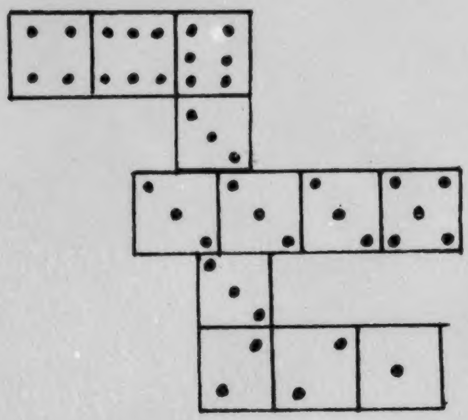
Content: Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Activity:

Dominoes or its variations can be an effective tool for practicing addition and recognition of multiples without the stigma of a drill.

Use regular rules for game of Dominoes. The game of dominoes is traditionally played in groups of 2 to 4 players. Practice in addition and recognition of multiples of five results from the rule that a player scores by producing an addition total, on the exposed halves of the dominoes, which is a multiple of five. An example of a play resulting in a score of ten is shown below:



The game is played until all dominoes are played and each player has played all dominoes possible from his or her set.

This activity can easily be varied by requiring scores to be any pre-determined multiple other than five.

****

26

Subject: Math
Content: IV
Goal: B

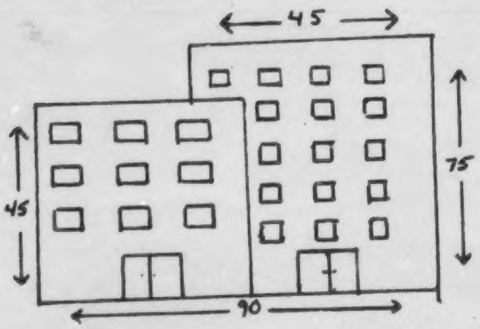
Use this activity to point out some of the math skills used by draftspersons.

Make a scale drawing of this building on a scale of 1" to 10' or 1:120.

A. Use the proportion $\frac{1}{10} = \frac{x}{y}$

where y is the true size of the building (in feet) and x will be the dimension of the drawing (in inches).

B. Use the fact that opposite sides of rectangles have equal lengths to determine any missing distances that you feel you need.



Keeping score for bowling can be a complex situation. It will be of interest to students while providing a unique setting for practice in basic skills. You will need bowling score sheets and a ten-pin kind of game.

Have the students determine the score for each frame of bowling, for a total game. Then have them find the average for three games and a handicap based on 80% of 200.

****

Subj.: Math
Content: IV
Goal: B

Help students gather and organize information about their daily work. Introduce the skills of making line and bar graphs. Let them graph their daily scores for a month so they can get "profiles" on their math work.

****

Have the students write down two math-related occupations to investigate. Have them send letters to the following requesting information:

Society for Industrial and Applied Mathematics
33 South 17 Street
Philadelphia, PA 19103

Mathematical Association of America
SUNY at Buffalo
Buffalo, NY 14214

California Test Bureau
Del Monte Research Park
Monterey, CA

U.S. Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20025

Information from the above is free.

****

28

Subject: Math

Content: Gathering and Processing Information

Goal C : Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Activity:

Have them research to find the names of famous women mathematicians. Ask the students why math has been a male-dominated field. Invite your counselor to present a survey of research and teaching efforts which have been done to reduce math anxiety. Many of these students will become teachers who encounter people with math anxiety.

> This information may be available from women's centers or guidance and counseling centers.

****

Budgeting

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: Students will analyze their families' spending patterns.

Performance Indicator(s): Students will be able to describe those expenditures their families are responsible for and discuss the different types of spending patterns that exist.

Activity Objective

Students will discuss different spending patterns of their families and others.

Activity

Total Time: one or two class periods
Suggested Subject Matter: mathematics
Materials/Resources: sample budget page for each student, sample budget
Educator's Preparation: prepare sample budget, be familiar with entire activity

Directions:

Ask the students to make a sample budget using the particular occupation they are now interested in. Hand out copies of the sample budget page to each student. Show them copies of the budget prepared to look at. Discuss with the class all the items needed in the budget that their family is responsible for. Include such things as:

- rent or house payments
- utilities
- medical bills
- clothing
- food and household goods
- transportation costs
- entertainment
- gifts.

Now have the class discuss what they included in their budgets. Discuss with them how they actually budget their money. Do they plan what they want and save for it, or do they just buy something on impulse? Have them point out the benefits and drawbacks of both methods and discuss which they feel is the better one.

Rights and Responsibilities
Goal D
P.I. 1, 2
Grade 7

EVALUATION: Students should be able to:

- describe the types of expenditures their parents, their siblings, and they are responsible for and recognize these vary from family to family
- discuss the pros and cons of the two different types of spending patterns.

(See Evaluation Form for "Budgeting.")

Rights and Responsibilities
Goal D
P.I. 1, 2
Grade 7

SAMPLE BUDGET FOR - NAME ______________________________

Future Occupation:

Wages per year:
Wages per month:
Wages per week:

Expenditures for Month:

Expenditures for Year:

Balance of Income & Expenses:

Library Search

Rights and Responsibilities
Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

Competency: Students will analyze their families' spending patterns.

Performance Indicator(s): Students will be able to privately analyze the spending patterns of their family members.

Activity Objective

Students will analyze the spending patterns of their family members.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language arts
Materials/Resources: library magazines
Educator's Preparation: reserve library

Directions:

Show a film strip about the different consumer magazines available and what they are used for and how they can be of help to them as a consumer. (You do not have to have the film strip. It works just as well without.) Have the students choose something their parents have bought recently and check in magazines to see if they chose the one that has been tested to be the best. Also write a short review of what they read in the article they chose.

Discuss what types of spending patterns their families used. In this discussion they should show examples of when the budgeting pattern was used, the see/buy pattern was used, and a summary of which of the two spending patterns the family uses most often.

Discuss how important it is to plan the use of money, especially when there are many expenditures the family is responsible for.

EVALUATION: Students should be able to:

- give example situations of when family members have used the budgeting and the see/buy patterns of spending money
- give a summary of which spending pattern family members use most often
- acknowledge that the more expenditures one is responsible for, the more important planning money use is.

(See Evaluation Form for "Library Search.")

34

*Teacher*_____________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Budget***Library Search

Rights and Responsibilities Goal D Grade 7

Students are able to:

1. Describe the types of expenditures their parents, their siblings, and they are responsible for and recognize these vary from family to family.
2. Discuss the pros and cons of two different types of spending patterns.
3. Give example situations of when family members have used the budgeting and the see/buy patterns of spending money.
4. Give a summary of which spending pattern family members use most often.
5. Acknowledge that the more expenditures one is responsible for, the more important planning money use is.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Types	Pros & Cons	Patterns	Summary	Planning
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: Students will determine those abilities which comprise an effective consumer.
Performance Indicator(s): Students will be able to review the meaning of consumer, discuss what it means to be an effective consumer, and describe those abilities which comprise an effective consumer.

Activity Objective

Students will discuss what is involved in being an effective consumer.

Activity

Total Time: one or two class periods
Suggested Subject Matter: mathematics
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss with the class what a consumer is. Review how a consumer is someone who buys or uses things. Tell the class that they are going to practice their skills in some areas. Divide the class into small groups of four or five each.

Set up a problem where students can buy a television set for $300.00. Give them several alternative choices. The choices might be:

- Borrow full amount from the bank and mortgage the car payment over 1 year, 10% interest;
- Finance full amount from TV sales store, payments over 2 years, 18% interest;
- Borrow full amount from small loan house, payments over 2 years, 20% interest;
- Take money from savings and repay yourself in $25.00 payments for 1 year.

This is an excellent chance for you to tell the students that it is often necessary to "dig" for information needed to make good decisions.

Discuss four characteristics of an effective consumer. The discussion should include such things as:

- purchases quality merchandise or services
- gets the most for the money
- buys appropriately for the need or desire
- is aware of the market and what is available
- is independent and not susceptible to gimmicks.

Have students discuss how they used these skills in the previous exercise. Then give the groups the following situation to work out and have them concentrate on which skills are most helpful to them.

Have the students investigate the types of insurance necessary and available through local agencies. Have the students figure their parents' insurance costs. These can include:

-- home
-- car
-- life
-- health
-- hail
-- fire
-- theft

At the close of this activity ask the students to identify and list several abilities that comprise an effective consumer. This should include such things as:

- ability to understand money and to make change
- ability to determine the appropriate place of purchase
- ability to recognize the quality of products or services
- ability to compare and contrast
- ability to determine need or priority
- ability to recognize the influence of advertising

EVALUATION: Students should be able to:

- define consumer as a person who buys or uses things
- discuss 4 characteristics of an effective consumer
- identify and describe 6 consumer abilities.

(See Evaluation Form for "Life Planning.")

Teacher ______________________ *Date(s)* ______________________

ACTIVITY EVALUATION FORM

Life Planning

Rights and Responsibilities Goal D Grade 8

Students are able to:

1. Define consumer as a person who buys or uses things.
2. Discuss 4 characteristics of an effective consumer.
3. Identify and describe 6 consumer abilities.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Define	Characteristics	Abilities
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Math

Content: Rights and Responsibilities

Goal D : Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Activities:

Have the students plan their dream vacations. Have them figure actual cost based on current public transportation fares and gasoline costs. They will also need to include the costs of meals and lodging.

****

Help the students practice computation skills by figuring telephone bills. Here is an example:

Flat rate $6.00

Long distance rates . . . .

Avilla to Joplin
--15¢ for 3 minutes
--17¢ for each additional minute

Avilla to Carthage
--10¢ for 3 minutes
--4¢ for each additional minute

Avilla to Springfield
--30¢ for 3 minutes
--30¢ for each additional minute

Johnny called from Avilla to Joplin and talked 5 minutes and from Avilla to Carthage for 10 minutes. Sally called from Avilla to Joplin and talked for 15 minutes and from Avilla to Springfield for 8 minutes. What is the difference in the two bills including their flat rates?

Here is another example:

Avilla to St. Louis
--75¢ for 3 minutes

Avilla to New York
--$1.25 for 3 minutes

If Sally called each place from Avilla and talked 3 minutes to each place, what would her bill be?

****

39

Subj.: Math
Content: V
Goal: D

Ask students to bring magazine ads showing new cars. Have them paste these on a huge collage. Invite a car salesperson to present the time payment purchase plan. Then have them find the difference between the car purchased on 24 months or "cash and carry."

****

Have a local representative of a brokerage firm present information on the operation and function of the New York Stock Exchange.

****

Subject: Math

Content: Rights and Responsibilities

Goal E : Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Activities:

Present to the students a list of the concepts or skills which will be taught in Algebra I (or any other math course). Have each student select five of the skills. Have him or her do research and interview local workers to name one occupation which uses each skill.

Help the students see the interdependence of mathematics and the sciences and their use in medicine. Here are two example activities:

A. Using the exponential function

$N=N_0 2^{kt}$, where t is time in some unit, k is a positive constant, and N_0 is the number present at time zero, find the number of bacteria present after 18 hours, and there were approximately 10^3 bacteria present at time zero and $k=\frac{1}{2}$.

B. Using the exponential function

$S=S_0 2^{kt}$, where t is time in some unit, k is a constant (positive) depending on the substance and S_0 is the quantity present at time zero, find the amount of radioactive substance remaining if t is 10 years and $k=0.05$ and the amount to start with is 25 grams.

****

Invite a salesperson to speak to the class about:
- --a salesperson's work
- --training
- --requirements--physical and emotional
- --salary
- --life style
- --occupational outlook
- --interpersonal relationships

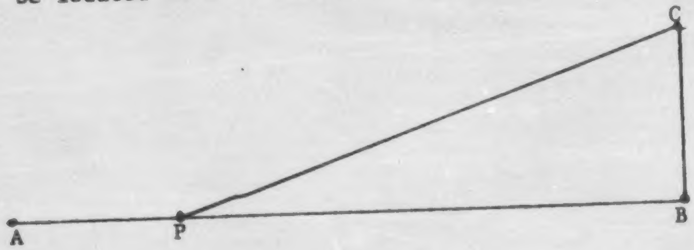
****

Subj.: Math
Content: V
Goal: E

Use these kinds of activities to show students the kinds of math skills used by staticians.

A. In the planning of a coffee shop it is estimated that if there are places for 40 to 80 people, the weekly profit will be $8 per place. However, if the seating capacity is above 80 places, the weekly profit on each place will be decreased by $.04 times the number of places above 80. What should be the seating capacity in order to yield the greatest weekly profit?

B. Town B is 10 miles east of A and town C is 3 miles north of B. An interstate highway is to be constructed from A to C. The cost along the existing roadbed from A to B is $400,000/mile, while the cost elsewhere is $500,000/mile. Where should the pivot point P be located so as to minimize the cost?



****

Invite to the class as resource persons, many workers who use math skills:

- --pharmacists
- --architects
- --computer programmers
- --planners
- --bookkeepers
- --actuarial clerks
- --bankers
- --mechanics

This will be even more relevant if these workers are employed in the community. Have them describe the math skills they use.

****

Subj.: Math
Content: V
Goal: E

Make a Thermofax copy of your paycheck and "white" out your name on the copy. Have the secretary type in another name on the copy. Put it through the Thermofax machine again to get an acetate transparency. Show this to the students on the overhead projector. Explain all the various deductions such as:

- --F.I.C.A
- --U.S. withholding
- --state withholding
- --union dues
- --health insurance
- --savings deductions

As you are explaining each deduction, have the students subtract on paper to check your total received.

****

Subject: Math

Content: Valuing and Decision-Making

Goal A : Students will develop and incorporate an understanding of the decision-making process.

Activities:

Present brainstorming guidelines:

a. Try for many ideas.
b. Let the ideas be wild.
c. Do not judge the ideas.
d. Use the ideas of others

Divide the students into groups. Set a time limit for the brainstorming. Appoint a volunteer in each group to act as recorder for the group.

Explain that the task is to brainstorm a list of occupations in which any of the following is used (choose one for each group or one for all groups):
--adding machine
--calculator
--tape measure
--scale
--speedometer

Then have each recorder read his or her group's list aloud.

****

Many of your math activities represent the process of gathering facts and following a definite reasoning pattern to a conclusion. It is also true in decision-making if we treat our values and our selves as something which will yield information.

A decision-making model might include the following steps:

a. generating alternatives
b. gathering information
c. looking at possible consequences of each alternative
d. looking at the risks involved with the possible consequences
e. valuing (applying my values)

Have the students use stairsteps or circles to design decision-making models or posters.

****

Steps In A Task

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency: Students will examine the process and sequence of task accomplishment.
Performance Indicator(s): Students will be able to examine the analysis and planning aspects of task accomplishment, examine the "doing" portion of task accomplishment, examine the aspects of evaluating the achievement of a task, and summarize the basic steps of task accomplishment and discuss the impdrtance of the sequence of those steps.

Activity Objective

Students will discuss the basic steps of task accomplishment and their importance.

Activity

Total Time: 2 or 3 class periods
Suggested Subject Matter Area: language, math
Materials/Resources: pencil for each student
Educator's Preparation: prepare a copy of resource pages for each student; be familiar with entire activity.

Directions:

Ask the students to imagine themselves in a kitchen for this activity. A cook has to use many skills in the kitchen. Ask the class to suggest things a cook needs to be able to do. Yes, following directions is very important. Yes, taking the steps in order is very important: a cake gets frosted after it's baked, not before. But there are many things a cook has to figure out. Things like gathering ingredients and utensils. Figuring out what went wrong if the finished product doesn't turn out the way it should.

Distribute copies of the recipes on the resource page.Ask the students to select a recipe that they'd like to read and find a partner who wants the same recipe.

Then distribute copies of the resource pages "Steps in a Task." Read through the whole sheet as students follow along. Where necessary, have students give examples for clarification.

Tell the students that many of our life tasks involve doing lots of little things in order, then evaluating the results. Discuss how the steps on Resource Page can be useful for other tasks.

EVALUATION: Students should be able to:

- describe the steps involved in task analysis
- describe the planning aspects involved in task analysis
- discuss 3 important aspects of the "doing" portion of task accomplishment
- discuss 3 methods of evaluating task achievement
- discuss the 9 basic steps of task accomplishment and why their order is important

(See Evaluation Form for "Steps In A Task.")

46

Resource Page for
"Steps in a Task"

Suggested for use with "Steps In A Task."

RECIPES

BETTY CROCKER'S COLE SLAW

Ingredients

2 1/2 cups finely shredded, chopped or grated cabbage
1 tsp. salt
salad dressing or mayonnaise mixed with a little cream

Procedure

Place cabbage in vegetable crisper or covered dish in refrigerator for two or more hours.

Then sprinkle with the salt. Moisten with salad dressing or mayonnaise.

Toss lightly with a fork. Serve immediately.

Serves 4 people.

MINI PIZZAS

Ingredients

1 can of 10 refrigerator biscuits
1/2 can (8 ounces) of tomato sauce (not paste)
1/2 lb. ground beef
1/4 tsp. salt
10 small slices of cheese
Italian seasoning (herbs)

Procedure

Pat and push the biscuits into circles about 4 inches across. Put on a baking sheet. Put about 1 tablespoon of tomato sauce on each. Sprinkle very lightly with the Italian seasoning. Bake at 400° until lightly browned (about 10 minutes).

Suggested for use with "Steps In A Task."

RECIPES

MINI PIZZAS

While the mini pizzas bake, crumble the meat into a hot skillet and brown over low heat. Pour off grease and add salt.

Turn oven down to 325 (low). Put some meat and the cheese on each mini pizza. Heat pizzas in oven until cheese is melted. Eat and enjoy!

Makes 10 mini pizzas.

HOPE'S EASY ICE CREAM

Ingredients

6 eggs
2 cups sugar
1 Tbsp. vanilla
1/2 tsp. salt
4 cups half and half
4 cups whole milk

Procedure

Beat eggs thoroughly in mixing bowl. Continue beating while adding sugar slowly to be sure sugar is dissolved. Add remaining ingredients. Mix well. Put in freezer can. Replace cover and paddles. Put freezer into the bucket. Pack ice around the freezer can. Add ice cream salt to get ice water, keeping the bucket full. Churn until solid. Take the paddles out of the can before storing in the freezer.

Makes 1 gallon of delicious ice cream.

Resource Page for
"Steps in a Task"

Suggested for Use with "Steps in A Task."

STEPS IN A TASK

1. What is the task?

____

2. What are the steps (from gathering ingredients and supplies to cleaning up)? List them -- 1, 2, 3, etc.

3. How will you know if the task is well done? ________________

____

____

4. How will you know if the task is not well done? ______________

____

5. Suppose the task is not well done and the product doesn't turn out right (it "flops"). How can you find out what went wrong? __________

____

6. Suppose it doesn't turn out right. Finding out what went wrong is the first step in correcting a mistake. What might be your next step?

____

____

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Steps In A Task

Achievement Motivation **Goal** B **Grade** 8

Students are able to:

1. Describe the steps involved in a task analysis.
2. Describe the planning aspects involved in task analysis.
3. Discuss 3 important aspects of the "doing" portion of task accomplishment.
4. Discuss 3 methods of evaluating task achievement.
5. Discuss the 9 basic steps of task accomplishment & why their order is important.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Steps	Planning	Doing	Evaluating	Steps
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Subject: Math

Content: Achievement Motivation

Goal B : Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Activities:

Have the students analyze the number of A's, B's, C's, and so on from a 1,000 letter passage, noting the probability of the occurence of each letter.

From the information gathered in the step above and a knowledge of the English language, have the students prepare and solve a cryptic message.

Have students do research on the Allied operation (Ultra Secret) that broke the German code during WW II and hastened the end of the war.

> A Bodyguard of Lies is a book which describes the interdependence of mathematicians and cryptologists during that war.

****

Present this activity as a problem to be solved. Explain that a survey needs to be done of parents in the junior high regarding their job choices. You want to learn about:

a. their reasons for working.
b. the rewards of the work.
c. training needed for the work.
d. availability of this kind of work.

Tell them you need to have responses from 100 parents. This means you will have to be able to tally the responses. The parents can't write out answers.

Ask the students to think of categories under each of the four headings above. Divide the class into small groups. Have them devise survey forms. Make an acetate transparency (use the Thermofax machine) of each form. Present all the forms on the overhead projector. Have the whole class vote to select one. Proceed with the survey and the tallying. (Each small group can tally some of the forms.) Then have them express the results in percentages. Have them write paragraphs describing the survey and the results. Explain that statisticians and data managers have to be good at written language skills so they can explain the information.

****

Subj.: Math
Content: VII
Goal: B

Using an ordinary deck of 52 cards, deal five cards to each student.

Use the ace as 1, the jack as 11, the queen as 12 and the king as 13.

Write a number between 1 and 500 on the board.

Each student is to use all 5 of the cards in his or her hand along with any mathematical symbols to get to the number that you have written on the board.

You may change the rules to make this game easier or harder. To make it easier, allow the students to use some or all of their 5 cards.

To make it harder, choose larger numbers or add some cards that have larger numbers on them.

****

Have each student use the newspaper's stock market listings for that day and select four to "purchase." Have them record the daily stock quotations of their four chosen stocks over a period of two weeks and graph the data on a line graph.

****

Use this if you have at least 20 students. After a test distribute a list of sources. In order to reduce the stigma of having the lowest score, you may wish to create an additional lower number. Then have students do this activity sheet:

Arrange the boys' scores and in a vertical column from highest to lowest.

Arrange girls' scores the same way.

Arrange the scores of the whole class from highest to lowest.

The number of scores on each list is ___, ___, and ___.

The mean score is the sum of all the scores divided by the number of sources. (Round off to the nearest tenth.)

The mode is the score that appears most often.

The median is the middle score when the scores are arranged in order (if you have 25 scores then it is the 13th. If you have 24 scores, it is the average of the 12th and 13th score.)

Figure the mean, mode, and median for
1. the boys
2. the girls
3. the class

Display all this information on a graph.

****

Subject: Math

Content: Achievement Motivation

Goal B : Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Activity:

This activity was designed to show how the value of the dollar has changed.

In the first blank, guess what you think the price was for this item in 1897. In the second blank guess what you think the price is today. In the third blank subtract the second price from the first price and get the difference. After you complete this, we will fill in the other blanks together.

	Estimating			Using Catalogs		
	1897	1981	Difference	1897	1981	Difference
1. Iron	____	____	____	____	____	____
2. 5 lbs. candy	____	____	____	____	____	____
3. Gum (500 pcs.)	____	____	____	____	____	____
4. Clothesline	____	____	____	____	____	____
5. Broom	____	____	____	____	____	____
6. Cigarettes (500)	____	____	____	____	____	____
7. Tobacco (pound)	____	____	____	____	____	____
8. Sweepers	____	____	____	____	____	____
9. Vegetable slicer	____	____	____	____	____	____
10. Refrigerator	____	____	____	____	____	____
11. Stove	____	____	____	____	____	____
12. Ironing board	____	____	____	____	____	____
13. Prince Albert Suit	____	____	____	____	____	____
14. Women's shoes	____	____	____	____	____	____

Subj.: Math
Content: VII
Goal: B

	Estimating			Using Catalogs		
	1897	1981	Difference	1897	1981	Difference
15. Men's boots	____	____	____	____	____	____
16. White shirt	____	____	____	____	____	____
17. Ties	____	____	____	____	____	____
18. Blouse	____	____	____	____	____	____
19. Pocket Watch	____	____	____	____	____	____
20. Ring (26 diamonds, 5 rubies)	____	____	____	____	____	____
21. Solid gold ring	____	____	____	____	____	____
22. Buggy	____	____	____	____	____	____
23. Sewing machine	____	____	____	____	____	____
24. Brass bed	____	____	____	____	____	____
25. Telephone	____	____	____	____	____	____
26. Winchester Rifle	____	____	____	____	____	____
27. Piano	____	____	____	____	____	____
28. Tennis racquet	____	____	____	____	____	____
29. Baseball mitt	____	____	____	____	____	____
30. Kitchen chair	____	____	____	____	____	____

Then, use 1897 and current Sears catalogs. Assign items for students to look up. Have them subtract to find the actual price increases.

****

SOCIAL STUDIES

Subject: Social Studies

Content: Self Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Activity:

Have each students write a positive statement about each of the following:

- himself or herself
- family
- school
- a friend

Then have the students write short papers describing a mentally healthy person. Have them compare their descriptions in small groups.

Things for Fun

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will distinguish between things helpful and things harmful to mental health.
Performance Indicator(s): Students will be able to provide examples of things harmful to mental health.

Activity Objective

Students will discuss some things that are harmful to mental health.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Ask the students what is meant by the old saying, "All work and no play make Jack a dull boy." How would you feel if this were you instead of Jack? Would you become a dull person if you had no time for play? What do you do for leisure time? How would you feel if you could no longer do things for fun but had to work all the time except for sleeping and eating?

Discuss the term "mental health." Have students give examples of what they feel mental health is (e.g., feeling good about oneself). Point out how leisure time is essential for good mental health. Have students give examples of other things that could be harmful to their mental health, including misuse of drugs and/or alcohol, situations involving great stress or anger, habitual worry, and grudges.

EVALUATION: Students should be able to:
- provide 5 examples of things harmful to mental health.

(See Evaluation Form for "Things for Fun.")

*Teacher*______________________________ *Date(s)*_______________________

ACTIVITY EVALUATION FORM

Things for Fun

Self-Understanding Goal A Grade 8

Students are able to:

1. provide five examples of things harmful to mental health.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. harmful
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Basic Human Needs

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will distinguish between those things helpful and harmful to mental health.
Performance Indicator(s): Students will be able to provide examples of things helpful to mental health.

Activity Objective

Students will become familiar with Maslow's hierarchy of needs and will be aware of which needs must be met first.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: blank paper for each group, a large piece of butcher paper, copy of resource page for each student
Educator's Preparation:
duplicate for each student a copy of resource page--Basic Human Needs--
be familiar with entire activity

Directions:

Ask the students to help you compile a list of human needs. After you have a dozen or so items, introduce Maslow's hierarchy of basic human needs. Tell them that a psychologist named Abraham Maslow has grouped these needs: physiological needs, safety needs, love needs, esteem needs, and self-actualization needs. Distribute copies of the Resource page BASIC HUMAN NEEDS. Maslow describes these needs in a hierarchy; that is, a very hungry person has to have his or her physiological need for food met before he or she can have love needs met. Imagine that it is 12:30 and you are all very hungry. You also have a need to be loved and to feel that you have a place in this school. Instead of serving food today, the cooks appear before you and tell you how much they love you. They walk through the assembly and give hugs and handshakes. But before your need for love can be met, your physiological need--hunger--must be met. To be more meaningful, the cooks should serve lunch first and then meet your need for love and affection.

Read through the page and ask students for an example of a need from each category.

Divide the class into small groups. Assign to each group the task of brainstorming a list of friendly behaviors people use to meet their needs for affectionate relationships and belonging. Tell them that in a brainstorm they list any idea that comes to mind, no matter how wild.

For the next step have them go through and make a check mark beside any behaviors on their lists that:
- are against the law
- violate the rights of others
- violate their own rights

Process the activity by posting a large piece of butcher paper on which you have written Maslow's needs across the top. Tell students that many of the songs or jingles which advertise commercial products were devised to focus on basic human needs, rather than on the merits of products. Ask students to think of examples of such products. They should write them on the chart in their spare time. Several days later, compare the numbers in the various categories. Very likely most of the commercials will appeal to love, esteem, and self-actualization.

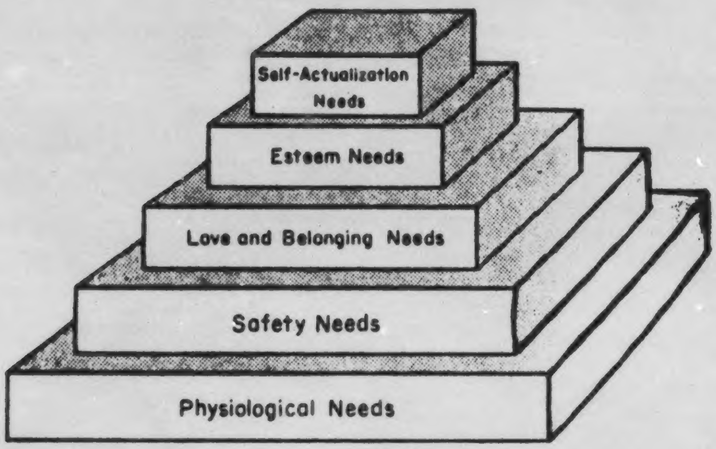
EVALUATION: Students should be able to:
- provide five examples of things helpful to mental health.

(See Evaluation Form for "Basic Human Needs.")

Self-Understanding
Goal A
P.I. 2
Grade 8

Suggested for use with "Basic Human Needs."

MASLOW'S BASIC HUMAN NEEDS


Self-Actualization Needs
Esteem Needs
Love and Belonging Needs
Safety Needs
Physiological Needs

PHYSIOLOGICAL	-those necessary to maintain life: food, oxygen, rest, etc.
SAFETY	-the needs involved in avoiding danger and being safe -in infants and children, some kind of routine or rhythm, rather than disorder
LOVE	-affectionate relations with people -a place in the group
ESTEEM	-approval by others -self-approval -recognition as a worthwhile person
SELF-ACTUALIZATION	-to become the person that one can be -to become what one is

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Basic Human Needs

Self-Understanding Goal A Grade 8

Students are able to:

Provide 5 examples of things helpful to mental health.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Helpful
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Self-Understanding
Goal A
P.I. 3
Grade 8

What is Mental Health?

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will distinguish between things helpful and things harmful to mental health.
Performance Indicator(s): Students will be able to compare and contrast those things in their lives that are helpful and those that are harmful to their mental health.

Activity Objective

Students will discuss things which are helpful and harmful to their mental health.

Activity

Total Time: two or more class periods
Suggested Subject Matter Area: social studies
Materials/Resources: for each group: long strip of adding machine tape, two sheets of newsprint, a small sack, scissors, and glue
Educator's Preparation: be familiar with entire activity

Directions:

Arrange the students in small groups. Ask each group to brainstorm a list of things helpful and/or harmful to mental health. Have students think of their experiences with family, friends, and neighbors, as well as their own experiences. Have a student volunteer to be a recorder and write each activity suggestion on a long piece of adding machine tape. (The list later will be cut apart so have recorders write large and double space between activities.)

For the next class period post a sheet of newsprint near where each group works. Draw a line down the middle. At the top of one side write "Things Helpful." At the top of the other write "Things Harmful." Give to each group a scissors, glue, a sack and it's brainstormed list of things helpful or harmful to mental health. Ask them to cut the list so there's one activity written on each small strip of paper. They will put the strips into the sack.

Now students will draw an activity from the sack and paste it under one of the two headings: "Things Helpful" or "Things Harmful." There may be things which could be placed under both headings. When this is the case, have them paste the strip on one side and write the activity on the other with a line connecting the two words.

Now ask each group to look at the lists under each heading. Have students discuss the differences in what is considered helpful and what is considered harmful. If some items were considered for both lists, discuss reasons why the activity could be in both. Ask the students to compose a definition of things helpful and things harmful to mental health. Ask for a volunteer to recopy the group's two definitions on the paper and post them near their lists.

EVALUATION: Students should be able to:
- specify 3 helpful and 2 harmful things they do or have done that are helpful or harmful to their mental health

(See Evaluation Form for "What is Mental Health?")

*Teacher*______________________________ *Date(s)*_______________________

ACTIVITY EVALUATION FORM

What Is Mental Health?

Self-Understanding **Goal** A **Grade** 8

Students are able to:

Specify 3 helpful and 2 harmful things they do or have done that are helpful or harmful to their mental health.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Helpful	Harmful
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

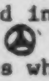
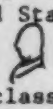
Subject: Social Studies, Psychology

Content: Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

MY PERSONALITY MAP

Tell the class that the most vital prerequisite for exploring the world of work with the goal of making occupational choices is for the "explorer" to know himself or herself. It is crucial that individuals understand the kind of people they are (their personalities), the things that are necessary for their personal well-being (their needs), and which of life's "issues" are of most importance to them (their values). This activity will be of help in examining personality, the first of the three vital elements of self understanding.

1. Ask everyone to draw, on top of a blank sheet of paper, a symbol which each of them feels best represents their person. Examples of such symbols are found in large companies such as Mercedes Benz which uses the symbol  : in the flags of different countries such as the United States which uses stars and stripes; and in personal logos such as  used by the film director Alfred Hitchcock.

   Tell the class members that they need not draw elaborate symbols. Everyone should think about the kind of person he or she is and then draw a simple symbolic representation.

2. When the drawings are finished tell the group that they should each make a list on their page of at least ten personal attributes they feel they possess (For example: competitive spirit, cheerful outlook, responsible, etc.).

3. The next entry to be made on these personality charts is another list. Ask the students to write down the names of at least two other people presently in the classroom that they feel are very much like themselves.

4. Finally, at the top of the page, near the personal symbol, everyone should write his or her birth date (day and month).

5. Explain to the group that human beings have, for many centuries, been curious about their personal natures. Why they act as they do in particular situations, how they cope with events, the reasons they are attracted to different kinds of people, the style in which they lead their lives--all of these facets of human nature have consistently intrigued members of the human race.

   During the recent history of mankind the science of psychology has become recognized as a reliable means of studying human nature.

Subject: Social Studies
Content: I
Goal: B

Theories have been formulated about the stages of development a person passes through during the course of a lifetime and how his or her personality evolves. There are a number of theories about human behavior and when and how it might be changed. Psychologists also deal with how an individual's inherited traits as well as home environment contribute to his or her personal makeup. Psychology is helping the twentieth century human attain self understanding in some depth.

Looking back to the earlier history of mankind, it is interesting that people were no less interested in what made them the kind of man or woman they were. They came to realize that their lives were regulated to a great degree by the seasons which were in turn controlled by the earth's position in the universe. It was, then, to the sun, moon, and stars that humans looked for answers about themselves. Astrology became the pseudoscience of human nature. It was believed that personality traits were determined by the position of the sun and moon and stars at the moment of a person's birth.

Astrology was not an inaccurate method of pondering human nautre. It has remained up to the present a pseudoscience worthy of our respect and it draws the attention of men and women from every field of endeavor, including psychology. For this reason it is an interesting point from which to embark on a study of our personality traits.

6. At this point in the activity post the information provided on groups and birth dates. You can write it on the board or, to save time, have it written out on a large piece of newsprint which should be hung now in a visible spot.

> Do not post this information before class. The page completed during the first four steps of this activity will now be compared to a horoscope description. The completed page will be more original and students will enjoy the comparison more now if they haven't been given advance notice of this reference to astrology.

Ask the class members to now gather into groups according to the posted information and their birth dates. For example, anyone born on or between March 21 and April 20 will be in group A.

7. Once the groups have been formed ask the students to make some comparisons.

> Any student who wishes to refrain from taking active part in this group sharing should be allowed to do so. The information on the pages made up during the first four activity steps is personal and should only be shared if so desired.

Subject: Social Studies
Content: I
Goal: B

- Does everyone in a particular group have a birth date listed at the top of his or her page falling within the prescribed limit?
- How do the symbols within the group compare? Do they have anything in common? (Imaginations will probably stretch notably here and lots of things in common will emerge.)
- What about the list of personal attributes. . .do most people in the group have many of the same characteristics listed? Which characteristic emerges as the one most typically shared among the group's members?
- Finally, of the names listed on the page, how many of those people who you felt were a lot like you are in your group?

Allow ample time for group members to discuss and share their personality charts.

8. Ask someone from each group to report briefly to the rest of the class about how similar or how varied members of their group emerged.

9. Before reassembling into a large class group distribute a copy of "Horoscope Sun Signs" to everyone. Allow a few minutes for students to note the similarities between their individual symbols and descriptive attributes and the astrological signs and descriptions on the handout.

10. After re-gathering as a single group the students should be asked to save their personality charts which they made up in the beginning of this activity. They might also want to hold on to the horoscope handout information but be sure to mention that this latter page is not very reliable. A truly dependable astrological reading is only found by calculating a person's natal chart which includes the positions and influences of not only the sun at the time of birth but also the moon and eight other planets as well. Therefore, the information on the handout page is indeed only superficial and not very exact.

    What will instead be more valuable for the students to use in assessing their personality traits (and later, their needs and personal values) is a complete profile folder. Encourage class members to get a notebook or to make a portfolio in which to save the handouts and written work to be used throughout this Learning Sequence. When reviewed later the contents of this portfolio will make up an interesting and fairly reliable self profile.

    If you plan to cover other learning sequences in this area the students can add those work pages to the same portfolio--the accuracy and usefulness of the information will only expand!

11. Remind the group of the points made earlier regarding their personalities, needs, and values in relation to occupational choice.

    Tell the students that Professor John Holland, a vocational psychogist, has done a great deal of work in the area of matching personality types to particular work activities and settings. Holland has proposed that there are six basic personality types. He has also divided work environments into six corresponsing categories. He concludes that people of a particular personality type will be most satisfied in a work environment of the same type. The next part of this activity is designed to enable the students to determine which of Holland's personality types they most resemble.

Check with the school counselor about the possibility of administering the "Self-Directed Search" (SDS) or the "Vocational Preference Inventory" (VPI), instruments developed by John Holland. They are inexpensive and fun and easy to take. Many secondary guidance centers use Holland's six categories as a basis for filing occupational information. In schools where this is done the counselor(s) will probably have the SDS and/or the VPI available.

If it is not possible for the students to take the SDS or the VPI, step 12 below (the MPM), patterned after Holland's theory, will provide them with a workable alternative.

---

12. Distribute copies of "My Personality Map" (the MPM), activity pages. Direct the students to consider each listed characteristic and determine to what extent it describes their own personalities.

Since we all possess, at one time or another, something of every trait, urge the class to be honest in evaluating themselves (results of the MPM won't necessarily have to be shared) and try to determine how little or how much each adjective describes the persons they generally are in the majority of situations.

Explain that after considering a listed trait, such as "efficient," the students should rate themselves on that attribute using a scale of 1 to 5. If they are indeed very efficient they should put a check mark under the 5. If efficiency is not always their forte then check 3 or 4. And if being efficient seems to be that elusive quality never really convincingly demonstrated then the check should be entered under 1 or 2.

Encourage pupils to refer to a dictionary in the event they are not sure of a word definition.

Subject: Social Studies
Content: I
Goal: B

13. After everyone has completed their SDS, VPI, or MPM talk about the results. Distribute copies of "Personality Types" to each student. The code letters on the MPM (also used on the SDS and VPI) match the first letter of each personality type grouping, therefore, R traits are representative of a Realistic person, I represents the Investigative person, etc.

As you read through and discuss the personality type descriptions with the class the students should look at their completed MPM's and in the spaces provided to the left of each description write the total number of check marks they entered under the 4-5 ratings in that category. For example, a student's completed MPM form might appear as follows:

Code	Trait	1 Low	2	3 Moderate	4	5 High
R	manually skilled					
	emotionally stable					
	objective					
	practical					
	efficient					
	competitive					
	sensible					
	active					
	natural					
	industrious					
	competent					

On the student's copy of "Personality Types," in the space next to the description of (1) Realistic he or she should write , his or her total number of 4-5 check marks in category R.

After going over all six personality types ask each student to note the types with which they seem to have the most in common. This will help them determine a profile of their personality. Ask everyone to save their MPM and Personality Type pages in their personal portfolio. These, along with their personality charts compiled in the beginning of this activity, are useful guides in determining their individual personal human natures.

Subject: Social Studies
Content: I
Goal: B

Groups	*Birth Dates*
A	March 21 - April 20
B	April 21 - May 21
C	May 22 - June 21
D	June 22 - July 23
E	July 24 - August 23
F	August 24 - September 23
G	September 24 - October 23
H	October 24 - November 22
I	November 23 - December 21
J	December 22 - January 20
K	January 21 - February 19
L	February 20 - March 20

Subject: Social Studies
Content: I
Goal: B

HOROSCOPE SUN SIGNS

Aries (March 21 - April 20) egocentric, aggressive, guileless, truthful, liberal minded, generous and warm, enterprising, sentimental, candid, idealistic, original, independent.

Taurus (April 21 - May 21) peaceful, lazy, patient, sensuous, playful, loyal, earthy, strong in character, stoic, predictable, obstinant, deliberate, silent, realistic.

Gemini (May 22 - June 21) quick, impatient, clever, graceful, friendly, eager, versatile, congenial, unpretentious, changeable, idealistic, optimistic.

Cancer (June 22 - July 23) quiet, gentle, humorous, cranky, sensitive, expressive, compassionate, intuitive, patriotic, reminiscent, carefully generous, crazy sense of fun.

Leo (July 24 - August 23) proud, gregarious, deliberate, dramatic, astute, forgiving, creative, extravagant, generous, free with advice and encouragement, fun loving, affectionate.

Virgo (August 24 - September 23) meticulous, independent, perfectionist, prone to worry, dependable, sincere, efficient, critical, restless, courageous, prudent, confident.

Libra (September 24 - October 23) intelligent, charming, understanding, fickle, efficient, kind, gentle, fair and just, indecisive, optimistic, diplomatic, pleasure-loving.

Scorpio (October 24 - November 22) proud, knows self, stoic, determined, poised, frank and truthful, sincere, confident, loyal, spiritual, heroic, protective, inhibited.

Sagittarius (November 23 - December 21) tactless, witty, restless, animal-lover, fearless, lovable, intelligent, extroverted, talkative, forward, blunt, happy, rebellious, naive.

Capricorn (December 22 - January 20) ambitious, gentle, serious, melancholic, wise, adaptable, romantic, conservative, respectful of age, practical, determined, calm, envious of social distinction.

Aquarius (January 21 - February 19) realistic, kindly, tranquil, friendly, funny, original, independent, diplomatic, tolerant, timid, analytical, eccentrically instable.

Pisces (February 20 - March 20) creative, charming, good-natured, idealistic, timid, sensitive, dependent, fair, gentle, compassionate, satirical and humorous, altruistic.

Subject: Social Studies
Content: I
Goal: B

MY PERSONALITY MAP (MPM)

Code	Trait	1 Low	2	3 Moderate	4	5 High
R	manually skilled					
	emotionally stable					
	objective					
	practical					
	efficient					
	competitive					
	sensible					
	active					
	natural					
	industrious					
	competent					
I	scholarly					
	intellectually self-confident					
	observant					
	inquisitive					
	perceptive					
	exploratory					
	diligent					
	persistent					
	introverted					
	theoretical					
	creative					
S	helpful					
	understanding					
	considerate					
	responsible					
	informative					
	sympathetic					
	verbal					
	nurturant					
	empathic					
	instructive					
	attentive					

Subject: Social Studies
Content: I
Goal: B

Code	Traits	1 Low	2	3 Moderate	4	5 High
C	conforming					
	orderly					
	self-controlled					
	disciplined (habits)					
	cautious					
	organized					
	sociable					
	systematic					
	agreeable					
	stable					
	unoriginal					
E	enthusiastic					
	popular					
	self-confident					
	sociable					
	adventurous					
	energetic					
	ambitious					
	verbal					
	impulsive					
	dominating					
	persuasive					
A	expressive					
	original					
	intuitive					
	nonconforming					
	introspective					
	independent					
	skillful					
	aesthetic					
	creative					
	sensitive					
	subjective					

Subject: Social Studies
Content: I
Goal: B

PERSONALITY TYPES

John Holland has developed a theory whereby people are characterized according to their resemblance to each of the following six personality types. The following definitions are from Holland's book *Making Vocational Choices: A Theory of Careers.*

_____1. *Realistic:* Holland identifies the realistic type as a person who has "a preference for activities that entail the explicit, ordered, or systematic manipulation of objects, tools, machines, animals, and. . .an aversion to educational or therapeutic activities."
(Perceives self as "having mechanical and athletic ability and lacking ability in human relations.")

_____2. *Investigative:* Holland identifies the investigative type as a person who has "a preference for activities that entail the observational, symbolic, systematic, and creative investigation of physical, biological, and cultural phenomena in order to understand and control such phenomena; and. . .an aversion to persuasive, social, and repetitive activities."
(Perceives self as "scholarly, intellectually self-confident, having mathematical and scientific ability, and lacking in leadership ability.")

_____3. *Social:* Holland identifies the social type as a person who has "a preference for activities that entail the manipulation of others to inform, train, develop, cure, or enlighten; and an aversion to explicit, ordered, systematic activities involving materials, tools, or machines."
(Perceives self as "liking to help others, understanding of others, having teaching ability, and lacking mechanical and scientific ability.")

_____4. *Conventional:* Holland identifies the conventional type as a person who has "a preference for activities that entail the explicit, ordered, systematic manipulation of data, such as keeping records, filing materials, reproducing materials, organizing written and numerical data according to a prescribed plan, operating business machines and data processing machines to attain organizational or economic goals; and. . .an aversion to ambiguous, free, exploratory, or unsystematized activities."
(Perceives self as "conforming, orderly, and as having clerical and numerical ability.")

_____5. *Enterprising:* Holland identifies the enterprising type as a person who has "a preference for activities that entail the manipulation of others to attain organizational goals or economic gain; and an aversion to observational, symbolic, and systematic activities."

Subject: Social Studies
Content: I
Goal: B

(Perceives self as "agressive, popular, self-confident, sociable, possessing leadership and speaking abilities, and lacking scientific ability."

_____6. *Artistic:* Holland identifies the artistic type as a person who has "a preference for ambiguous, free, unsystematized activities that entail the manipulation of physical, verbal, or human materials to create art forms or products and. . .an aversion to explicit, systematic, and ordered activities."
(Perceives self as "expressive, original, intuitive, feminine, nonconforming, introspective, independent, disorderly, having artistic and musical ability (Holland, 1973, pp. 14-18).

76

Subject: Social Studies

Content: Self Understanding

Goal B : Students will develop and incorporate an undertstanding of the uniqueness of themselves and others.

Activities:

Here is a checklist students may use to help them focus on desirable social attributes.

PERSONALITY CHECKLIST

I AM:	USUALLY	SOMETIMES	SELDOM
1. Friendly	______	______	______
2. Cheerful	______	______	______
3. Pleasant	______	______	______
4. Reliable	______	______	______
5. Thorough	______	______	______
6. Neat	______	______	______
7. Appropriately dressed	______	______	______
8. Confident	______	______	______
9. Helpful	______	______	______
10. Sympathetic	______	______	______
11. Ambitious	______	______	______
12. Self-reliant	______	______	______
13. Trustworthy	______	______	______
14. Honest	______	______	______
15. Courteous	______	______	______
16. Loyal	______	______	______
17. Cooperative	______	______	______
18. Self-controlled	______	______	______
19. Punctual	______	______	______
20. Tactful	______	______	______
21. Alert	______	______	______

Subject: Social Studies
Content: I
Goal: B

PERSONALITY CHECKLIST
(continued)

I AM:	USUALLY	SOMETIMES	SELDOM
22. Persistent			
23. Sincere			
24. Modest			
25. Patient			

****

Research by psychologists has shown that an important aspect of our reactions to other people is their appearance. Have students respond on the handout; then compare answers in small groups.

APPEARANCE DISCUSSION SHEET

	Not At All Important	Slightly Important	Somewhat Important	Very Important
1. Height				
2. Weight				
3. Clothing				
4. Cleanliness				
5. Age				
6. Glasses or not				
7. Figure				
8. Language				
9. Teeth				
10. General Attractiveness				

Do you think people should pay money to:

	YES	NO
1. have their teeth straightened?		
2. wear contact lenses?		
3. have hair transplanted (if bald)?		
4. lose lots of weight?		
5. buy expensive clothes?		
6. buy cosmetics or deodorants?		

Subject: Social Studies
Content: I
Goal: B

To give more structure to a group discussion, have the students in each group tally their responses then share the results with the whole class.

****

Search the community for adults who have overcome their limitations. Invite a few of them to speak to the students about this and to tell the students about the process of accepting limitations and overcoming them.

****

Have the students write their own autobiographies. They should focus on things that made them unique at the various stages. This can include abilities, interests, hobbies, personalities, physical characteristics and so on.

****

Have the students prepare autobiographies. They should focus on choice points in their lives. (These are decisions they made which changed the course of their lives.)

****

Self-Understanding
Goal B
P.I. 1, 2, 3
Grade 7

Trust Groups

Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Competency: Students will analyze how their characteristics and abilities can be expanded.

Performance Indicator(s): Students will be able to compare and contrast past and present characteristics and abilities of self and others at different age levels, explain how their characteristics and abilities have been expanded in the past and explain that their characteristics and abilities can be further developed with both time and effort.

Activity Objective

Students will compare and contrast their characteristics and abilities with others and discuss how these can be expanded and further developed.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: pencil, paper, hat
Educator's Preparation: be familiar with entire activity

Directions:

Have the students begin by each making a list of the characteristics and abilities they feel they now have. Discuss as a class, how these have changed over time. List several characteristics and abilities they had at different age levels. Compare those with ones their classmates had. Discuss ways that these have changed.

Have the students individually list several things about themselves that they would like to change. Then they will cut their lists apart into separate items. Assign the students to small groups, where they will put all their items into each group's "hat." They will take turns drawing items and suggesting one behavior which will cause a desired change to occur. This activity calls for a high level of trust and good feelings in the small groups. Assign the students to the groups with this fact in mind.

EVALUATION: Students should be able to:

- compare the past and present characteristics and abilities of themselves at birth, age 3, age 7, and present
- compare the past and present characteristics and abilities of 1 adult at birth, age 5, age 16 and present age
- explain 3 causes for expansion and change of their characteristics and abilities

EVALUATION: (continued)

- explain how time and effort are both involved in learning, obtaining more information, in practicing, and in interpreting responses from others and self.

(See Evaluation Form for "Trust Groups.")

*Teacher*______________________________ *Date(s)*________________________

ACTIVITY EVALUATION FORM

Trust Groups

Self-Understanding Goal B Grade 7

Students are able to:

1. Compare the characteristics and abilities of themselves at birth, age 3, age 7, and present.
2. Compare the characteristics and abilities of 1 adult at birht, age 5, age 16 and present age.
3. Explain 3 causes for change of their characteristics and abilities.
4. Explain how time and effort are both involved in learning, obtaining more information, in practicing, and in interpreting responses from other and self.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Themselves	Adult	Expansion	Time & Effort
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Self-Understanding
Goal B
P.I. 2
Grade 8

Jobs and Abilities

Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Competency: Students will analyze how personal characteristics, abilities and interests relate to job fields.

Performance Indicator(s): Individual students will be able to explain why people may choose certian job fields because of interests and abilities.

Activity Objective

Students will discuss how interests and abilities could be a factor in choosing certain job fields.

Activity

Total Time: 1 or 2 class periods

Suggested Subject Matter Area: language, social studies

Materials/Resources: large sheet of newsprint, felt-tipped marker

Educator's Preparation:
prepare chart (see directions)

Directions:

Review the rules of "Twenty Questions." One person is "It." "It" thinks of something. The class will try to guess what "It" is thinking by asking 20 questions or less. To the questions "It" can reply only "yes" or "no."

"It" is going to think of an occupation or job. He or she names the school subject one would have to "be good" (have ability) in to do well at the job.

On a large sheet of newsprint write:

- the school subject in which "It" has ability (this need not be true)
- the occupation related to "It's" school subject ability
- suggestions of other occupations at which "It" might succeed.

Use the headlines on the resource page, or similar ones.

EVALUATION: Students should be able to:
- identify 3 interests and abilities
- describe work activities that would correlate with those interests and abilities.

(See Evaluation Form for "Jobs and Abilities.")

Self Understanding
Goal B
P.I. 2
Grade 8

Resource Page for Jobs and Abilities.

"It's" Strongest Ability	"It's" Job	Other Job Possibilities

84

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Jobs and Abilities

Self-Understanding **Goal** B **Grade** 8

Students are able to:

1. identify three interests and abilities
2. describe work activities that would correlate with those interests and abilities

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. identify	2. describe
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Subject: Social Studies

Content: Interpersonal Relations

Goal C : Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Activities:

This activity is called SCAVENGER HUNT and is an energizer designed to acquaint the students with each other.

Each student is given the SCAVENGER HUNT sheet and fills in the blanks in items 1, 2, 4, 5, 15, and 16. Then allow 10-15 minutes for the students to get the remaining blanks filled in by other students who fit the qualifications. This demands that they will circulate around the room and talk to students with whom they do not normally associate.

When the time is up, find out who got the most, what they learned about each other and any "surprises" they got.

SCAVENGER HUNT

__________1. When is your birthday? __________. Find someone who has a birthday in the same month.

__________2. What is your favorite food? __________. Find someone who has the same answer.

__________3. Find three people whom you have not talked to this year and have them sign your sheet.

____

____

__________4. What does your father do? __________. Find someone whose father does the same thing.

__________5. How old are you? __________. Find two people who are your age.

__________6. Find someone in the class who likes to hunt.

__________7. Find someone in the class who likes to read.

__________8. Find someone in the class who works at __________ __________ (local business).

__________9. Find someone in class who is in Pep Club.

Subject: Social Studies
Content: II
Goal: C

_________10. Find someone who is a CB'er. What is his or her handle?

_________11. Find someone who lives in __________ (local section).

_________12. Find someone who lives on a farm.

_________13. Find someone who went to (name) Elementary school.

_________14. Find someone who likes to dance.

_________15. My favorite class is __________. Find someone who has the same answer.

_________16. Today, I feel __________. Find someone with the same answer.

****

Have the students keep diaries. Have them record, especially, conflicts with adults. Have them do this for one month. Then have them analyze each situation to label the two conflicting values involved.

****

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Finding Your Place

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.
Performance Indicator(s): Students will be able to explain how specific behaviors can help group cooperation and effectiveness, explain how specific behaviors can hinder group cooperation and effectiveness, and indicate groups they belong to and how they help or hinder the group's cooperation and effectivenss.

Activity Objective

Students will discuss behaviors in group situations and how these behaviors lead to group cooperation and effectiveness.

Activity

Total Time: three class periods
Suggested Subject Matter Area: social studies
Materials/Resources: blank writing paper, copies of resource pages for each student
Educator's Preparation: be familiar with entire activity, prepare transparancies of resource pages, duplicate for each student copies of resource page.

Directions:

Write on the chalkboard Maslow's needs that were presented in "Basic Human Needs":

- physiological
- safety
- love
- esteem
- self-actualization.

Call students' attention to the list. The need for love is a desire or hunger for affectionate relations with people in general and for a place in the group. The need for esteem is met by being recognized as a worthwhile person. Esteem is accompanied by feelings of confidence, worth, strength, and usefulness. Love and esteem are very basic human needs. Included in them are a place in the group and feeling worthwhile as a person. When the needs for love and esteem are met the person feels confident and important and feels they belong to the group. When these needs for love and esteem are not met, the person becomes discouraged and feels he or she does not belong. Then the person might seek attention, power, or revenge in order to feel that he or she belongs to the group. This discouraged person might also display inadequacy. The person might mistakenly say to himself or herself, "I have a place only when I have attention or power or revenge, or when I am inadequate. Therefore, I'd better use certain behaviors or actions so I can belong."

Now arrange the students in pairs. Have them fold a piece of paper in half and on one side write home and on the other side write school. Ask them to brainstorm a list of misbehaviors for 10-15 minutes.

Now show an acetate transparency on your overhead projector of page ___, "The Goals of Misbehavior." Focus on each child's faulty belief and corresponding goal. Ask them now to label each of the behaviors they listed above.

A = Attention
P = Power
R = Revenge
D of I = Display of Inadequacy

During the next class period project the transparency of "The Goals of Positive Behavior." Explain that when we see positive behaviors, that person has some beliefs about how to find his or her place in the group. The beliefs are:(point to and read the beliefs).

Therefore, the child's goals are:(point to and read the goals).

In order to attain those goals he or she uses the following behaviors: (point to and read the behaviors).

Distribute to each student copies of the resource pages. Ask them to think of specific examples of cooperative behaviors. When they have finished, have them circle in each list one behavior they will try to use more.

Process the activity. Assemble students in small groups. Allow them to share their circled behavior on the four sheets.

EVALUATION: Students should be able to:

- list four of the five following behaviors that can help group cooperation and effectiveness
- list four of the five following behaviors that can hinder group cooperation and effectiveness
- define a group
- indicate three groups they belong to
- select one group from those described above and describe how they have helped and/or hindered that group's cooperation and effectiveness.

(See Evaluation Form for "Finding Your Place.")

89

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Resource Page for "Finding Your Place."

THE GOALS OF MISBEHAVIOR

Child's Faulty Belief	Child's Goal
I belong only when I am being noticed or served.	Attention
I belong only when I am in control or am boss, or when I am proving no one can boss me!	Power
I belong only by hurting others as I feel hurt. I cannot be loved.	Revenge
I belong only by convincing others not to expect anything from me. I am unable; I am helpless.	Display of Inadequacy

Resource Page for "Finding Your Place "

THE GOALS OF POSITIVE BEHAVIOR[1]

Child's Belief	Goal	Behavior
I belong by contributing.	Attention Involvement Contribution	Helps. Volunteers.
I can decide and be responsible for my behavior.	Power Autonomy Responsibility for own behavior	Shows self-discipline. Does own work. Is resourceful.
I am interested in cooperating.	Justice Fairness	Returns kindness for hurt. Ignores belittling comments.
I can decide to withdraw from conflict.	Withdrawal from conflict Refusal to fight Acceptance of others' opinions	Ignores provocations. Withdraws from power contest to decide own behavior.

1. Dinkmeyer and McKay, 1976.

91

Resource Page for "Finding Your Place "

Belief: I belong by contributing.

Goal: Attention, involvement, contribution

Behaviors: Helps. Volunteers.

EXAMPLES

Home	School

Resource Page for "Finding Your Place "

Belief: I can decide and be responsible for my own behavior.

Goal: Power, autonomy, responsibility for own behavior

Behaviors: Shows self-discipline. Does own work. Is resourceful.

EXAMPLES

Home	School

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Resource Page for "Finding Your Place"

Belief: I am interested in cooperating.

Goal: Justice, fairness

Behaviors: Returns kindness for hurt. Ignores belittling comments.

EXAMPLES

Home	School

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Resource Page for "Finding Your Place "

Belief: I can decide to withdraw from conflict.

Goal: Withdrawal from conflict. Refusal to fight. Acceptance of others' opinions.

Behaviors: Ignores provocations. Withdraws from power contest to decide own behavior.

EXAMPLES

Home	School

*Teacher*________________________________ *Date(s)*________________________

ACTIVITY EVALUATION FORM

Finding Your Place

Interpersonal Relations Goal C Grade 7

Students are able to:

1. List four of the five following behaviors that can help group cooperation and effectiveness.
2. List four of the five following behaviors that can hinder group cooperation and effectiveness.
3. Define a group as two or more persons gathered together because of a common interest or purpose.
4. Indicate three out of the four following examples of groups they belong to: large group, small group, peer group and mixed group.
5. Select one group from those described above and describe how they have helped and/or hindered that group's cooperation and effectiveness.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Help	Hinder	Define	Examples	Describe
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Subject: Social Studies

Content: Interpersonal Relations

Goal D : Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Activity:

Have the students work in groups to list manners for public places. Then have each student prepare one of the following to illustrate the manners:

- jokes
- cartoons
- pictures
- examples
- original stories
- posters

Non-Assertive and Aggressive Behaviors

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Competency: Students will describe non-assertive and aggressive behavior and the problems produced by these behaviors.

Performance Indicator(s): Students will be able to describe non-assertive behavior, describe aggressive behavior, and describe problems produced by non-assertive and aggressive behaviors.

Activity Objective

Students will discuss non-assertive and aggressive behaviors, and the problems they produce.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: language, social studies
Materials/Resources:
Educator's Preparation: be familiar with entire activity

Directions:

Discuss with the class the meaning of non-assertive behavior. This is behavior where the individual does not express his or her feelings and it leads to a bottling up of emotions due to high levels of anxiety, guilt, or problems in social skills. Ask them to think of a time when they were reluctant to tell another individual how they felt. Did they feel angry at themselves for not expressing their beliefs?

Now discuss aggressive behavior with the class. This is behavior which aims at expressing our own desires, opinions, or beliefs at the expense of someone else's dignity or self-respect. Ask the class members to think of a time when they expressed themselves aggressively. How did they feel following that?

Ask students to share some of the situations they thought of. As each situation is shared, discuss some of the problems that were caused by non-assertive and/or aggressive behaviors. Let the students discuss a possibly more appropriate way of handling the situations.

EVALUATION: Students should be able to:
- define and provide 1 example of non-assertive behavior
- define and provide 1 example of aggressive behavior
- describe 1 problem caused by non-assertive behavior and 1 caused by aggressive behavior.

(See Evaluation Form for "Non-assertive and Aggressive Behaviors.")

*Teacher*____________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Non-Assertive and Aggressive Behaviors

Expressing Ideas **Goal B** **Grade 8**

Students are able to:

1. define and provide one example of non-assertive behavior
2. define and provide one example of aggressive behavior
3. describe one problem caused by non-assertive behavior and one caused by aggressive behavior

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. non-assertive	2. aggressive	3. problems
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Expressing Ideas
Goal B
P.I. 1, 2, 3
Grade 11

GETTING ALONG WITH OTHER WORKERS

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Competency: Students will determine the losses and gains possible from using assertive behavior in various situations and decide if the risk and consequences warrant that system of behavior.

Performance Indicators: Students will be able to describe a variety of possible situations in their lives where assertive behavior might be appropriate, determine the losses and gains that might occur if assertive behavior were used in those situations, and decide if the risks and possible consequences are acceptable.

Activity Objective

Students will discuss situations where assertive behavior might be appropriate and the possible risks and consequences of that behavior.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: social studies, language arts
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss with the class assertive behavior. Be sure that everyone is clear what assertive behavior requires and the differences between it and aggressive behavior. Divide the class into small groups and read the following situations. Let them discuss how they would react, paying attention to whether it is assertive, non-assertive or aggressive behavior.

Case #1
John was standing in line waiting to punch the time clock at the end of a long, hard day. Jack, one of the older workers, crowds in front of him saying, "Watch out, sonny, I belong at the head of the line!" What should John do?

Case #2
Joe, the driver of the truck, always played the radio too loud and too often. Chuck decided to mention this to him. What should he say?

Case #3
Betty and Jane had just finished repairing a customer's TV and were driving back to the warehouse. Betty wants to stop for a drink before clocking out. Jane doesn't think this is right. How can she convince Betty of this?

Case #4

As Art was pulling out of a customer's drive, he scraped the fender of a car parked on the street. Instead of stopping, he pretends it never happened. Bud, who was riding with Art, asks him to stop so that they could find out whose car it was. Art replies, "Why ask for trouble?" What should Bud do?

Case #5

Will is a secretary for the local credit bureau. He is responsible for keeping good will between the bureau and its cutomers. When he answered the telephone one day, a man's voice demanded to talk to the head of the office. Will told him that he was not in the office and asked if he could be of any help. The man answered in a loud voice, using abusive language. Will put the receiver down with a bang. The telephone rang again, but he refused to answer. What might Will have done that would have served the credit bureau in a better way?

Following the situations, have the class discuss some of the losses and gains that would occur when the assertive behavior occurs. Discuss the risks and possible consequences to see if they would be acceptable to the students.

EVALUATION: Students should be able to:

- describe two situations where assertive behavior might be appropriate
- determine possible losses and gains that might occur in those situations
- describe possible risks and consequences that might occur in those situations
- discuss reasons why the risks and possible consequences are or are not acceptable to them

(See Evaluation Form for "Getting Along with Other Workers.")

101

*Teacher*____________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Getting Along with Other Workers

Expressing Ideas Goal B Grade 11

Students are able to:

1. describe two situations where assertive behavior might be appropriate
2. determine possible losses and gains that might occur in those situations
3. describe possible risks and consequences that might occur in those situations
4. discuss reasons why the risks and possible consequences are or are not acceptable to them

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. appropriate	2. losses and gains	3. consequences	4. acceptable
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Subject: Social Studies

Content: Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

IDENTITY HUNT

Tell the students that they are going to have a chance to learn about other adults' life styles. The variety of jobs that a person holds during his or her life influence and are influenced by that person's style of living.

> The activity page required for this activity will necessitate some "hunting" on your part. It will then be used by the students in a hunt of their own.
>
> Chat with your fellow faculty/staff members about part-time and full-time jobs they have had. Interview as many of your colleagues in the school as possible and compile a list (under each of their names) of their job experiences. Watch for sexist labels on this list ("salesperson" rather than "saleswoman"). Non-sexist titles will make the activity more challenging.
>
> Type your completed list (try for at least ten faculty/staff contributions) for use as an activity page but rather than entering your colleague's name above the list of his or her jobs just provide two lines. The object of this activity is for the students to initially guess and then inquire about whose name goes on which line.

1. Distribute copies of the activity page you have made up. Explain to the class that on the page they will notice a list which is actually a listing of some (or all) of the school faculty/staff members. It is a descriptive list in that below each pair of blanks provided is a list of part-time and full-time jobs held by a particular member of the faculty/staff.

2. Tell the students to write on the first of the two lines provided above each job list the name of the faculty/staff member they think had these jobs. Their guesses should be based on what they know about that person (personality, looks, the way he or she talks and dresses, etc.).

Subject: Social Studies
Content: IV
Goal: A

3. The guesses are now to be checked by the students and they are to find out which faculty/staff member actually did have the jobs. Tell the pupils that they will have several days to hunt for the right answers. They should ask and interview the faculty/staff. When they discover whose name really belongs above a particular cluster of jobs the name is to be entered on the second line provided. They should also ask the person one additional question, "How did these jobs fit into or contribute to your life style?" These answers, or notes about the responses, should be jotted down on the other side of the activity page.

> Be sure and inform your participating colleagues about what members of your class will be doing. A pre-warning will be appreciated since they may be questioned suddenly by many curious students.

4. When the hunt is over open some time up for the class to share what they have learned about the teachers, principal(s), etc. and their life styles. Insight into a person's life style is a key to knowing that person.

****

Have the students interview working members of the community to discover non-monetary rewards for work done on the job. Have them bring their findings to class. Help them tally these rewards on the chalk board.

****

If you live in a rural area, this activity will help point out the interdependence of occupations. Have the students work in small groups to list workers to whom farmers turn to help them carry on the business of farming. They can think of workers who come to the farm and workers to whom the farmer goes. Then have each group's recorder read that group's list aloud to the whole class.

****

The students should, as a result of this activity, become familiar with the types of recreation available in his or her state.

A. Have each student make a list of his or her favorite types of recreation activities in which he or she now participates.

B. Have the students make a list of recreational activities in which they would like to participate if given the opportunity.

Subject: Social Studies
Content: IV
Goal: A

C. Divide the class into groups. Each group will research a recreational activity and make a presentation to the rest of the class. The presentation should include the following:

1. Physical and other benefits of the activities.
2. Can the activity be found in our area?
3. Does the person have to purchase special equipment before he or she can participate?
4. What age groups can participate?
5. What occupations are available in the field?

****

Have the students complete the following handout:

POSSIBILITIES TO EXPLORE

Leisure-time Activities	Interest	Aptitudes	Resources
1.			
2.			
3.			

Have them list on the left, three activites which sound interesting. Have them do interviews and research to find the interest, aptitudes and resources required for each potential activity. Have them share the results in small groups.

****

Have each student select a famous minority group American. Have the students research their backgrounds, hardships and contributions. Have the students share this information with their classmates.

****

Have the students interview employed adults. They should ask the adults to list ten frineds and tell where they met them. Have the students report to class the number of friends each adult met "at work."

Subject: Social Studies

Content: Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

ROLE DEVELOPMENT

Tell the class that they are going to examine the concepts of ROLES, SETTINGS, and EVENTS in the context of life development. The manner in which the three concepts relate to one another is best seen by looking at how they fit into an individual's total life span.

1. At one end of the blackboard write the word "Birth" and at the other end write the word "Death." Draw a line between the two.

   BIRTH--DEATH

   Ask the students to each take out a piece of paper and, using the longest edge, write one of the words at each end.

2. Explain that most educators and psychologists formulate their theories of human learning and behavior according to developmental stages of growth. They look at an average human life span in terms of stages, each stage encompassing certain ages, and then they label the stages. For example, the first stage of human development could be described as ages "birth--3 years" and labeled "infancy."

   Ask the students to formulate their own theories of life development. Assuming that the line drawn between birth and death covers 100 years each student is to divide it and label the divisions with a live stage title and the ages it includes.

3. After everyone has completed dividing and labeling their life line stages ask them to explain how they divided their lives and why.

   > Listen carefully to the reasons given so that you can include relevant points in later activity discussions.

4. Distribute a copy of "Life Stages and Roles" to each class member. Point out the stages labeled across the top of the handout and ask the students to compare these to the ones they described on their own papers. Allow time for any discussion that may arise here.

5. Point out the roles listed down the left-hand side of the chart. Explain to the students that this list is by no means complete and that they should add to this list if they wish.

Ask the class members to spend some time now filling in the chart. Tell them to go through the list of roles and place a check mark under the life stage in which each role will probably be fulfilled. Mention the fact that this chart would be different for any given individual but the purpose here is to determine what they feel would be the major roles filled at the various stages.

Stress the fact that there are no right or wrong methods of filling in the chart. The purpose of working with the chart is to begin to get a perspective of an individual's life span in terms of stages of development. Although the students may feel stress in their present role of "child," this is likely to change and that point is most clearly seen by looking at roles and how they change according to stages of life development.

---

6. When the charts are completed talk with the class about the differences they have noted. Bring out points such as:

- Certain roles may expand over a complete life span while others are limited to particular stages of development. Ask for some examples.
- If an individual is able to assume and fulfill a variety of roles simultaneously at an early stage of development (such as early adulthood) it is possible that the individual will have more options open at a later stage of development (such as mature adulthood) and hence choose to fulfill a variety of roles at that point in time.
- Career development includes "both situational and personal determinants and the ways in which these interact at various stages of individual development." (Super, 1975, p. 16)

7. Write the following settings on the board or on a large piece of newsprint:

Home
School
Recreational Facility
Work Place
Community

8. Spend some time talking about these setting descriptions. One thing to note is the fact that "community" can be viewed as a setting in two ways. As a citizen an individual would view his or her community as a whole. The location and terrain of a community as well as its size will affect all of the roles of the citizens of that community.

On the other hand, the other settings listed would be located in a community, but the home, school, work place, and recreational facility will each have separate effects on different roles of an individual.

Subject: Social Studies
Content: IV
Goal: A

Ask the students to brainstorm for a few minutes and list some other settings under the word "community" (church, hospital, etc.).

Write the words "national" and "international" on the board or piece of newsprint and mention the implication of these larger setting descriptions. Today, with the availability of fast transportation, our roles are being fulfilled in new and unique ways within these larger setting theatres. For example, the role of traveler has in many cases, combined with that of worker, "leisurer," student, and family member. This combination of roles is sometimes necessary for adequate role fulfillment.

8. Refer the students once again to their charts. Ask them to go through the list of roles and to the left of each role title write the setting(s) in which that role might be assumed.

> As before, there is no particular rule to follow here. The idea is to get the students to focus on roles and settings.

9. Talk about the overlap between roles and settings. It is useful to see the relationship between the two and yet people seldom take the time to analyze the effect that the overlap of roles and settings has on their lives. For example, an individual who must extend his or her work role into the home setting at times is likely to have problems fulfilling his or her role of parent and/or spouse.

   It is also interesting to note the relationship between settings and the various life stages of development. Roles assumed in the earliest and latest stages of development are usually fulfilled in a limited number of settings.

10. Ask the students to refer back now to the descriptions they each drew up of life stages of development (second step of this activity). Tell the students to make revisions on their life line descriptions if they wish to do so.

11. Down the left-hand side of their papers ask the students to list the following five roles: Student, Citizen, "Leisurer," Worker, and Homemaker. Explain that these roles are assumed by the majority of Americans at some time during their lives and for that reason you have asked them to list these five basic roles.

12. The students are to now fill in these charts in a fashion similar to the way they filled in the handout page. However, this time, below the various life stages they are to write one or two activities performed at that stage by a student, a citizen, a "leisurer," a worker, and a homemaker. An example of how a student's completed chart might look is provided on a sample chart.

12. Discuss the completed charts. Explain to the class that what they have been looking at, in terms of life stages of development, is the concept of events. Events can range from small occurrences such as routine activities to large-scale national and international happenings. For individuals at various stages of life development an occurrence such as switching a room light on can be a major event (for the small child who has finally grown tall enough to reach the light switch) or a routine every-day occurrence (for the adult who switches the light on almost instinctively). Understanding of the concept of events in this context is another fact we often overlook but which can be helpful in the way we relate to other people.

    Remind the students of how they have noted the relationship between life development and various roles, settings, and events. All life situations involve the three elements of roles, settings, and events. According to how those elements overlap and/or change the outcome of the situation is determined.

LIFE STAGES AND ROLES

SETTINGS	ROLES	Infancy (Birth-3)	Early Child-hood (4-6)	Late Child-hood (&-12)	Early Adol-escence (13-14)	Late Adol-escence (15-19)	Early Adult-hood (20-30)	Middle Adult-hood (31-60)	Mature Adult-hood (61-85)	Late Adult-hood (85-100)
________	Child									
________	Sibling									
________	Play-mate									
________	Friend									
________	Helper									
________	Student									
________	Worker									
________	"Leisurer"									
________	Citizen									
________	Spouse									
________	Teacher									
________	Homemaker									
________	Patient									
________	Leader									
________	Follower									
________	Authority									
________	Wage Earner									
________	Retiree									
________	Consumer									
________	Voter									
________	Team Member									
________	Traveler									
________	Parent									

Subject: Social Studies
Content: IV
Goal: A

SAMPLE CHART

	INFANT	CHILD	TEEN	ADULT
STUDENT	learn to talk	learn 3 R's	complete senior year in high school	take refresher courses
CITIZEN	----	obey traffic lights	direct a neighborhood clean-up campaign	vote
LEISURER	sleep	play with neighbors	engage in sports	raise herbs
WORKER	explore environment	water neighbor's lawn	baby sit	be active in an occupation
HOMEMAKER	----	dry the dishes every night	keep bedroom clean	buy a home

Subject: Social Studies
Content: IV
Goal: A

Subject: Social Studies

Content: Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

FUTURE ROLES

Tell the class that the concept of life style can be broken down into three basic parts: roles a person assumes, settings in which a person functions, and the effect of events on a person's life development. After they have gained some insight into these various components (in previous activities) it is possible to focus on the future and examine some life style possibilities.

1. Ask the students to take out the descriptions they completed during earlier activities in which they looked at their personal roles and settings as well as the influence major events have on their lives. Allow a few minutes for everyone to review the three descriptions they drew up.

2. Ask the students to take out the charts they made up of life stages of development and the corresponding handout (Resource Page) they filled in during an earlier activity (Learning Sequence Four). Allow a few minutes for everyone to review the concept of developmental life stages.

3. After students have had sufficient time for review write the following incomplete statement on the board: "My style of life is. . . ." Ask each class member to complete the statement and write a paragraph describing his or her current life style.

4. Discuss the life style descriptions written by the students. Concentrate on the changes which have occurred in their life development and the effect the students feel these changes have had on their current life styles.

   - How many different settings have influenced your life development?
   - Which of these settings seems to be most apparent in your current life style? Which will be most influential in the near future when you leave your parents' home?
   - Which roles appear to be primary in determining your life style?
   - How have these roles changed over the past ten years?
   - In terms of changes, which events, big or small, have most influenced your choice of life style?

5. Distribute a piece of newsprint to each student and a felt-tipped pen or a crayon. (Ask before hand that students provide their own felt-tipped pens if possible.)

Each student is to label the longest side of his or her newsprint sheet with the five following headings: SETTING, ROLE, ACTIVITY, SKILLS, DEVELOPMENT.

The crayon or felt-tipped pen is to be used for the labeling and the five category titles, setting, role, activity, skills, development, should be spread across the width of the paper.

6. The students will now use this labeled sheet of paper as a chart and describe their proposed future life styles. They should use a regular pen or a pencil and write descriptive words or phrases under each category.

> For example, a proposed setting in my future life style might be an *apartment*; one of my roles would then be that of *homemaker*; this role would include such activities as *shopping, cooking, paying bills*, etc.; skills needed for these activities include *money management, planning*, etc.; and finally, this setting and role, and the corresponding activities would contribute to my personal development in ways such as *feeling more responsibility for maintenance of my environment; enjoying the freedom to maintain my preferred style of life.*
>
> After filling in the chart with the setting of *apartment* and role of *homemaker* in mind I would go back to the first categories and begin again with another setting (for example, *work place*) and corresponding role (*worker*), etc. An example of how a student's newsprint chart might look is provided on the sample chart of FUTURE LIFE ROLES.

7. Since each student will be working with a large piece of newsprint this activity step can be repeated a number of times in subsequent class meetings thus enabling students to add ideas to their charts gradually. Following the procedure in this way will enable you to spend time discussing questions or discoveries made as the students make their proposed future life style entries on their charts.

FUTURE LIFE ROLES

SETTING	ROLE	ACTIVITY	SKILLS	DEVELOPMENT
Apartment	Homemaker	Shopping Cooking Paying Bills	Money Management Planning	Feeling more responsible for maintenance of my environment enjoying the freedom to maintain my preferred style of life

Subject: Social Studies
Content: IV
Goal: A

Gathering and
Processing Info
Goal A
P.I.1, 2, 3
Grade 7

Settings

Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

Competency: Students will evaluate their feelings in a variety of settings.

Performance Indicator(s): Students will be able to determine the meaning of setting, provide examples of a variety of settings that they have experienced or are actually experiencing in their lives, and evaluate their feelings in a variety of settings.

Activity Objective

Students will discuss their feelings in a variety of settings.

Activity

Total Time: two class periods
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss with the class the meaning of the word "setting." The students should describe a setting as an aspect of the environment or surroundings. Brainstorm for 3 minutes all the settings the students can think of. They should include such settings as home, school, neighborhood, town, church, a job, and a national park.

Now review with the class the basic feelings of sadness, fear, surprise, anger, and pride. Allow them to choose approximately 10 of the settings generated in the brainstorming session. They are to write a paragraph for each setting, describing their feelings in it. The rest of the class period may be used.

Allow the next class period for students to share their paragraphs.

EVALUATION: Students should be able to:
- describe the meaning of setting
- provide 4 examples of different settings
- evaluate their feelings in 3 different settings.

(See Evaluation Form for "Settings.")

Teacher ______________________ *Date(s)* ______________________

ACTIVITY EVALUATION FORM

Settings

Gathering and Processing Information **Goal A** **Grade 7**

Students are able to:

1. **Describe the meaning of setting.**
2. **Provide 4 examples of different settings.**
3. **Evaluate their feelings in 3 different settings.**

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	Examples	Feelings
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Gathering and
Processing Info
Goal A
P.I. 2
Grade 9

LIFE EVENTS

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will analyze how life roles, settings, and events determine preferred life styles.
Performance Indicator(s): Students will be able to compare those life roles, settings, and events they have control over with those they do not have control over.

Activity Objective

Students will identify roles, settings, and events they have control over and those they do not and analyze how these events affected them.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: resource page
Educator's Preparation: duplicate copy of resource page for each student; be familiar with entire activity sheet

Directions:

Hand each student a copy of the Life Event Activity Sheet. Ask the students to pause just a minute and think back over the past few years in their lives and remember the most important roles, settings, and events that have happened to them in those years that have in some way changed their lives. These events may range from such things as winning the fourth grade spelling bee to Mom and Dad getting a divorce or to an older brother getting married and leaving home. The only requirement for being on the list is that the event affected them or led to a change in their lives. The change may be either positive or negative. In the first column, have them list five of these events.

After they have recorded these, ask them to look at each event and ask the question: "Would I want this to happen to me if I had my life to live over again?" Instruct them to answer "yes" or "no" to that question in the second column across from the specific event.

In the third column, have them designate by using by "F" (Forced) or a "C" (Chosen) whether the event was something that happened to them over which they had no control (i.e., it was forced upon them) or whether the event was something in which they chose to participate. A few events may be a combination of "force" factors and "choice" factors. If so, tell them to designate these as "F and C."

The fourth column is for recording their own age at the time the role, setting, or event occurred.

In the fifth column, have students use a "+" to designate the events that have made their lives easier and a "-" to depict events which have made life harder for them.

Move now to the sixth column and have students determine whether they feel their lives are happier or sadder as a result of this event.

Give the students a few minutes to look over the completed chart. Then ask them to complete one or two of the following stems:

- I learned that ____.
- I rediscovered that ____.

Discuss with the class general trends as to when in their lives they began to have control and whether that control has increased with their age and maturity.

EVALUATION: Students should be able to:

- determine roles, settings, and events they have control over
- determine those roles, settings, and events they have no control over
- compare 1 and 2 and discuss that control increases as age and maturity increase

(See Evaluation Form for "Life Events.")

121

LIFE EVENT ACTIVITY SHEET

Roles/Settings/Events	Again? (Yes or No)	Forced/Chosen (F or C)	Age	Easier/Harder (+ or -)	Happier/Sadder

Resource Page for
"Life Events"

*Teacher*____________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Life Events

Gathering and Processing Information Goal A Grade 9

Students are able to:

1. determine roles, settings, and events they have control over
2. determine those roles, settings, and events they have no control over
3. compare 1 and 2 and discuss that control increases as age and maturity increase

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. control	2. no control	3. increasing control
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Social Studies

Content: Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

U.S.O.E. CLASSIFICATION

Tell the class that this activity will focus on looking at occupations. It is important to learn about the language of the world of work and to see how jobs are related. An individual's personality traits, personal needs, values, and abilities can be satisfied through a number of jobs. These occupations generally have something in common. As a person prepares to enter the job market his or her attention should, therefore, be focused on this cluster of related occupations. This is a manageable way to begin an important career process.

1. Write the following quotation by Joseph Conrad on the board or on a large piece of newsprint where everyone in the class is able to see and read it.

> I don't like work--no man does--but I like what is in work--the chance to find yourself. Your own reality--for yourself, not for others--what no other man can ever know.

Open the time to group discussion. Some ideas that might be suggested for comment are:

- Do you agree that "no man" (or woman) likes work?
- Is it realistic to think that every person should or could like work?
- Is work the only means through which an individual finds himself or herself? What are some other ways?
- What kinds of things have you learned about yourself through the work you do here at school? In a part-time job or summer employment? In work you take part in at home?
- How much of yourself do you think it is important to have discovered before choosing the particular kind of work that will become your occupation(s) as an adult?

2. Write the following five words on the board or piece of newsprint:

job
occupation
position
work
career

Ask everyone to jot down their definitions of the five words--no dictionaries or exchange of opinions yet!

3. Using the definitions provided for you on the Activity page compare the ideas written by the students to those of Mr. Webster.

4. Explain to the class that they are going to begin to explore the world of work and match what they have learned about themselves with facts they will learn about specific groups of occupations. Since *working* is what having a *job* is about and since one's *occupation* and *position* is a major portion of one's life *career* pattern it is important to have thought through the meaning of all these words. Just as it is necessary to understand self, so too it is important to understand the facets of the world of work.

   Tell the class that there are about 24,000 occupations existent today in the United States. Obviously, getting acquainted with all of these jobs is not a realistic possibility but one way of narrowing the field is to group the 24,000 jobs into categories. Many classification systems have been devised and, as a matter of fact, there is no limit to how many more could be created. Actually, each individual person who explores the world of work may prefer a different way of breaking the whole into workable pieces.

   Introduce the students to the classification system used by the U.S. Office of Education (U.S.O.E.) in Washington. Ask everyone to label four sections of a piece of paper with the four following titles:

   Service Group
   Business Group
   Science Group
   Communication Group

   These are the four main divisions used by the U.S.O.E.

5. Explain to the class that the U.S.O.E. divides the 24,000 existent occupations in the United States into 15 clusters each of which will come under the heading of one of the four group labels. You will call out the name of each cluster of job types and as you do so the students are to write the name under the label they feel it should go. For example, you will say aloud "consumer education and homemaking" and the student is to write that cluster title under whichever of the four groups (Service, Business, Science, or Communication) he or she thinks is appropriate. Using handout on U.S.O.E. Classification System read each of the 15 clusters.

   Students are to do this work individually with out sharing ideas. They will actually be creating their own classification system. This will be pointed out later.

Subject: Social Studies
Content: IV
Goal: B

6. Ask the students to go back over their cluster groupings and again, under each of the four division titles, they are now to write down those school subjects (secondary or post secondary level) which they feel would be helpful in preparing to enter a job in that category.

7. Distribute copies of "U.S. Office of Education (U.S.O.E.) Classification System", to each class member.

Introduce the U.S.O.E. Classification System on the handout. Allow some time for the group to compare their categorization of the 15 clusters to the U.S.O.E. system. Explain that there are really no right and wrong answers here. Any differences that appear should be examined - the student's reasons for classifying a particular cluster under a different division says something about his or her personal outlook and definition of the titles.

Discuss together the division and cluster titles and the matching school subjects. Obviously, all subjects contribute in some manner to all types of work endeavors and it behooves us to keep this in mind. However, by now the students should be becoming more aware of those areas of study which will best train them for their occupational specialties.

The Resource pages give a more detailed description of activities engaged in by workers in the various job clusters. This information will be of help during your group discussion and should clarify questions about the meaning of the U.S.O.E. 4 division and 15 cluster titles.

Definitions

job	•a piece of work; definite piece of work, as in one's trade, or done by agreement for pay. •anything one has to do; task; chore; duty. •a position of employment; situation; work. (p. 788)
occupation	•an occupying or being occupied. •what occupies or engages one's time; business; employment; vocation. (p. 1015)
position	•the place where a person or thing is, especially in relation to other persons or things; location; situation; site: as, the ship's position. •a person's relative place, as in society; rank; status. •a post of employment; office; job: as, he's got a good position. (p. 1140)
work	•a bodily or mental effort exerted to do or make something; purposeful activity; labor, toil. •occupation; business; trade; craft; profession: as, his *work* is selling. (p. 1684)

Subject: Social Studies
Content: IV
Goal: B

career

- originally, a racing course; hence,
- a swift course as of the sun through the sky; hence,
- full speed.
- one's progress through life. (p. 221)

(Webster's New World Dictionary, 1968)

U.S. OFFICE OF EDUCATION (U.S.O.E.) CLASSIFICATION SYSTEM

4 DIVISIONS	15 CLUSTERS	SCHOOL SUBJECTS
Service Group	Consumer Education and Homemaking Public Services Personal Services Hospitality and Recreation	Practical Arts Physical Education Social Studies Science
Business Group	Business and Office Manufacturing Marketing and Distributing Transportation Construction	Practical Arts Science Mathematics
Science Group	Health Environmental Control Agri-Business and Natural Resources Marine Science	Physical Education Science Practical Arts
Communication Group	Communications and Media Fine Arts and Humanities	Language Arts Fine Arts Foreign Languages

BUSINESS GROUP

BUSINESS AND OFFICE

Record Systems and Control (accountant, bookkeeper, systems analyst, computer work)
Secretarial
Clerical
Administrative (office manager and supervisor)
Business Ownership

Subject: Social Studies
Content: IV
Goal: B

MANUFACTURING

Design
Materials (natural, synthetic, receiving waste output)
Production (processing, quality control)
Distribution (packaging, marketing, advertising, transportation, warehousing)
Research

MARKETING AND DISTRIBUTING

Marketing System (specialty stores, rentals, merchant wholesaling, lodging, auto services, mail order, direct selling, foreign operations)
Sales and Services (selling at the industrial, trade & consumer levels)
Buying (industrial purchasing, buying for resale)
Sales Promotion (advertising,display, public relations)
Physical Distribution (product transport, storage, materials handling)
Marketing Services (finance, credit, insurance research)

TRANSPORTATION

Land Transportation (local and suburban, highway, rail)
Aerospace Transportation (commercial, general & spacecraft transportation)
Pipeline Transmission (liquid, gas & solids transmission)
Water Transportation (inland & ocean water transportation)

CONSTRUCTION

Design (architectural & civil)
Contracting (crafts, materials procurement, equipment & office operations)
Interior (design, decoration, furnishings)
Landscaping (nursery operations & grounds maintenance)
Land Development (site preparation, utilities)
Fabrication and Installation (field operations, building systems, materials fabrication)

SCIENCE GROUP

HEALTH

Health Information Systems (medical records, medical library science, medical illustration & photography, vital statistics)
Health Services Delivery (health maintenance, community health services, hospital & long term care services, pediatric care & services, geriatric care & services)
Mental Health, Mental Illness and Retardation (care of mentally retarded, mental health maintenance, psychiatric services)
Accidents, Injuries and Emergency Services (first aid & rescue, medical emergency services, accidents & poisoning, control & prevention)

Subject: Social Studies
Content: IV
Goal: B

Dental Science and Services (dental health maintenance, dental care, dental restoration)
Pharmaceutical Science and Services (regulation & control of pharmaceutical, production of drugs, biological & chemicals, retailing & distribution)
Medical Science and Services (sciences basic to medical services, surgical care & services, medical care & services)
Biologic Science and Technology (bio-medical electronics technology, biology, biochemistry, biophysics)
Health Services Administration (public health, institutional administration, private health services & health maintenance systems)

ENVIRONMENTAL CONTROL

Operations (management, mid-management, supervision, personnel)
Soil and Mineral Conservation and Control (research and experimentaion, soil management, mineral extraction, sample collection & analysis, pollution & restoration control, enforcement of production quota)
Space and Atmospheric Monitoring and Control (research & experimentation, air pollution abatement & control, meteorological processes, utilization control)
Environmental Health Services (assessment, maintenance, services, administration)
Development and Control of Physical Man-Made Environment (urban planning, urban development and renewal, rural development, ornamental horticulture, civil technology processes, noise abatement & control, solid waste pollution abatement and control)
Forest, Range, Shore and Wildlife Conservation and Control (research & experimentaion, resource survey & monitoring, resource development & protection, utlization control)
Water Resource Development, Conservation and Control (research & experimentation, water pollution abatement & control, civil technology processes, recreation development & management, utilization control)

AGRI-BUSINESS AND NATURAL RESOURCES

Support and Regulations (guardianships, safety & regulations, conservation)
Research (experimentation, water, dissemination)
Forestry (production, services, conservation, processing & marketing)
Land and Water Management (parks, inland waterways, hydro-electric power)
Fisheries and Wildlife (management, production, utilization)
Mining and Quarrying (exploration, production, processing & storage, distribution)
Petroleum and Related Products (exploration, production, services & distribution)
Support and Regulations (inspection & regulatory, government programs)
Research (experimentation,dissemination)
Production (crops, animals & fish, horticultural products)
Service (supply, business)
Processing and Marketing (selecting & purchasing, processing, distribution)

130

Subject: Social Studies
Content: IV
Goal: B

MARINE SCIENCE

Marine Biology (marine research - microbiological, animal, plant, ecology; marine biology laboratory management)
Commercial Fishing (ocean fishing, seafood processing & inspection, seaweed harvesting & processing, sport fishing enterprises)
Aqua-Culture (marine fish or shellfish culture research, marine plant grower, fish hatching & raising)
Marine Transportation (inland & ocean water transportation)
Marine (Oceanographic) Exploration (oceanographic mapping & charting, ocean mineral exploration, ocean current & water research)
Underwater Construction and Salvage (offshore mineral production, underwater engineering research, deepwater diving & life support, underwater construction & salvage demolition)

COMMUNICATION GROUP

COMMUNICATIONS AND MEDIA

Publishing (graphic arts, journalism, commercial art)
Audio/Visual (photographic, reproduction, recordings)
Language (signs/symbols, design & production, equipment design production)
Broadcasting (radio/television, satellite transmission, laser transmission)
Line Communications (data transmission, telegraph, telephone)

FINE ARTS AND HUMANITIES

Fine Arts (creating, performing, performing arts design, performing arts production, artist management, visual & graphics design, media)
Humanities (creative writing, languages, history)

Leisure Activities

Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Competency: Students will relate their learning at school to their leisure activities.

Performance Indicator(s): Students will be able to describe what comprises leisure and identify their own leisure activities.

Activity Objective

Students will discuss leisure and what are some of their leisure activities.

Activity

Total Time: 1 class period

Suggested Subject Matter Area: social studies

Materials/Resources: copy of resource page for each student

Educator's Preparation: be familiar with entire activity, duplicate copy of resource page for each student

Directions:

Discuss with the students their definitions for work and leisure. After everyone has a general idea of what work and leisure are, distribute copies of resource page to each student.

Allow all students adequate time to complete the ditto. Discuss the choices they made with the class (this should be voluntary) and the reasons for the choice made. Next have the students discuss which things on the list (or others) are their own leisure activities.

EVALUATION: Students should be able to:
- describe leisure
- identify 2 of their own leisure activities.

(See Evaluation Form for "Leisure Activities.")

Gathering and Processing
  Information
Goal B
P.I. 1, 2
Grade 7

Suggested for Use with "Leisure Activities."

Place a W by the activities that are work and an L by the ones that are leisure. If it is both, put B.

bird watching
plumbing
working in an office
farming
swimming
motorcycle riding
weight lifting
playing football
teaching
racing cars
writing
sewing
golfing
jogging
reading
trapping animals
logging
picking up eggs
cooking
selling ice cream
sailing
pumping gas
sleeping
picnicing
driving

fishing
patrolling the streets
running
hunting
painting
putting out fires
babysitting
riding horses
driving a bus
waiting on tables
putting together models
watching T.V.
gardening
listening to music
studying nature
flying planes
working on cars
building buildings
acting
reporting news
dancing
mowing the lawn
doing the dishes
typing
waxing the floor

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Leisure Activities

Gathering and Processing Information Goal B Grade 7

Students are able to:

1. Describe leisure.
2. Identify 2 of their own leisure activities.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	Identify
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Gathering and
Processing Info
Goal B
P.I. 1, 2
Grade 8

Citizen and Consumer

Gathering and Processing Information
Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.
Competency: Students will relate their learning at school to their activities in the community as citizens and consumers.
Performance Indicator(s): Students will be able to describe what it means to be a citizen and a consumer and identify some of their activities in the community.

Activity Objective

Students will discuss what it means to be a citizen and consumer and their role in the community.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss with the class the definitions of citizen and consumer. The class should understand that a citizen is someone who gives loyalty to a town, state, or country and is under the protection of its laws. A consumer is someone who uses or buys things.

Divide the class into 2 groups. Have one group brainstorm for 5 minutes all of their activities as a citizen of their community and the other group brainstorm all of their consumer activities in the community. One person should record each list on the board.

Share each list with the entire class. Students should discuss activities that surprised them, or new activities they learned about and which activities they personally do.

EVALUATION: Students should be able to:
- define a citizen and a consumer
- identify 1 of their activities as a citizen
- identify 2 of their activities as a consumer

(See Evaluation Form for "Citizen and Consumer.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Citizen and Consumer

Gathering and Processing Information Goal B **Grade** 8

Students are able to:

1. define a citizen and a consumer
2. identify one of their activities as a citizen
3. identify two of their activities as a consumer

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. citizen	3. consumer
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Social Studies

Content: Gathering & Processing Information

Goal C : Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Activities:

Write these statements on the board:

All teachers know all the answers.
All immigrants are dumb.
All politicians are crooked.
All Jews are rich.
All Italians are mobsters.
All policemen are pigs.
All red heads have hot tempers.

Ask students what they think of the above statements. Are they facts, opinions, sound assumptions? What kind of evaluations or opinions are they?

Discuss underlined words. Is that the only role that person has? Draw attention to the word all and the meaning of overgeneralization.

Define stereotyping as an evaluation, judgement, or opinion made before the facts are known.

Give examples of positive and negative stereotyping. Relate to prejudice.

Ask the class to think about reasons for stereotyping and prejudice. Responses may include limited knowledge or experience, misinformation, or jumping to conclusions without knowing the facts.

****

List the following items on the board:

tool box
dolls
baseball glove
crying
vacuum cleaner
not supposed to show how they feel
doctor's kit
nurse's kit
football helmet
tea set

Subject: Social Studies
Content: IV
Goal: C

Have students look at list and discuss which items they associate with males and which with females. Look at items traditionally associated with females. Ask males to consider a time when they might be willing to do something for someone for whom they care and respect even though the task (such as housecleaning, diaper changing) might be disagreeable.

Discuss crying and situations where it is an acceptable response no matter what sex you are.

Discuss items labelled male and how females can also be doctors and scientists and use tools in their homes.

Ask students if they think sex-stereotyping is changing? Form panels to discuss pros and cons of this idea. Have students research to support their positions.

****

Have students participate in a discrimination exercise. Each student will draw a slip of paper which has a plus (+) or a minus (-) on it from a hat. For one session the pluses will have all the favors. Students should be made to understand that the decision to be plus or minus is determined purely by chance. At the end of the session switch roles then discuss feelings.

Have students write an essay on what it might be like to be a member of a minority group to which they do not belong.

****

Write the following statements on the board:

I don't like people with brown eyes.
I don't like people with curly hair.
All short people are weird.
People who are smart make the best friends.
People who cannot read well are bad.

Discuss the developmental stages of a child (walking, talking, coordination). Ask students if all babies develop their abilities at exactly the same age. Discuss examples. Discuss differences in grades in subjects. Does a high score in science mean John is nicer than Mary? Relate to special needs students and prejudices and misconception that may have arisen. If available show filmstrip "A Walk in Another Pair of Shoes." (This filmstrip narrated by Tennessee Ernie Ford may be obtained for $6.90 from California Association for Neurologically Handicapped Children, Box 4088, Los Angeles, CA 90051.)

****

Subject: Social Studies
Content: IV
Goal: C

Have the students bring newspaper and magazine ads which stereotype women. Have the students paste them on a chart which looks something like this:

STEREOTYPES OF WOMEN				
Shrew	Spendthrift	Inept	Housewife	Helpless

****

Subject: Social Studies

Content: Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

ROLES

Tell the class that you are going to dissect the large and sometimes nebulous concept of ROLES. Since an individual's life style is comprised of, to a large extent, the many roles he or she assumes, it is helpful to look at *what* our roles are and *why* we are acting them out.

1. Conduct a brainstorming session with the class. Label a large piece of newsprint or a section of the blackboard with the title: BIOLOGICAL ROLES.

   Using the newsprint version is advantageous if you plan to spend more than one class period on this activity. The lists of ideas generated and the definitions given will be useful to refer back to during step (10), at the conclusion of the activity.

   Tell the class you want them to name the biological roles of a human being (male, female, child, adult, invalid, senior citizen). As the ideas are voiced, jot them down under the title.

2. Label a second section of paper or blackboard with the title: RELATIONAL ROLES. Have the class brainstorm roles that human beings assume in a relationship (parent-child, follower-leader, brother-sister, patient-doctor). Again record the ideas.

3. Title a third section of paper or blackboard with: RESPONSIBILITY ROLES. This time the class will brainstorm roles in which human beings assume responsibility (worker, pet owner, plant grower, team member). Write down the ideas.

4. Ask the class to divide into discussion groups of about five participants. Each group is to select a recorder who will label one piece of paper with the title: CHOSEN ROLES; and a second paper with the title: DETERMINED ROLES. The groups are to discuss the roles which were brainstormed during the first three steps of activity and categorize them now in terms of whether or not individuals have a choice in how they assume these various human roles. If the group feels a particular role is chosen then the recorder should write it on the piece of paper labeled CHOSEN ROLES. In some cases

there will probably be differences of opinion or the group may feel the role could be chosen or determined according to the circumstances such as setting or other people involved. These ideas should also be recorded.

> The purpose of this activity is to look at the concept of ROLES. There really are not right and wrong answers to be sought. You may want to share this with the class and explain that you are merely breaking the concept into somewhat arbitrary pieces in order to facilitate closer examination and fuller understanding of the whole.

5. After an adequate discussion time bring the class back together as a whole. Talk together about the definition of ROLES and ask them to share the ideas which resulted from their small group discussions.

6. Post the following definition of ROLE on a piece of newsprint or the blackboard and discuss it together in terms of the ideas elicited during the brainstorming session and small group discussions.

   Role 1. a part, or character, that an actor plays in a performance; hence,
   2. a function or office assumed by someone: as, an advisory role (Webster's New World Dictionary, 1968, p. 1262).

7. Write the four following categories on the blackboard:

   citizen
   family member
   worker
   "leisurer"

   Explain to the class that these are the four main role categories and that all the roles they assume in the course of a day would fall within these four categories.

   Ask everyone to take out some paper and label four separate sections with these four category titles.

8. Post the following definition of ACTIVITY on a piece of newsprint or the blackboard and read over it with the class.

   Activity 1. the quality or state of being active, action; motion; doing; use of energy.
   2. normal power of mind or body; energetic action; liveliness; alertness.

3. an active force.
4. any specific action or pursuit: as, outside activities (Webster's New World Dictionary, 1968, p. 15).

9. Tell the students that they are now going to examine the concept of ROLES in terms of ACTIVITIES. Roles are, after all, parts which are acted out and therefore, the concept of activity is inherent to the concept of ROLES.

Tell the students to spend some time thinking about their current activities. Ask them to list these activites under one of the four roles categories they have written on their papers.

10. Discuss the role-activity lists. Encourage the pupils to share the results of their lists and note similarities and differences, particularly within the WORKER and LEISURER categories. Talk about:

- how *biological* roles influence activities
- where *relational* roles appear
- which activities involve *responsibility*
- how much of what the students do is *freely chosen* vs. *determined* by others

If you have written the lists brainstormed in steps (1)-(3) on newsprint as well as the definitions of ROLE and ACTIVITY refer back to these now during this tie-up discussion.

Talk with the class about the importance of being able to look at one's life in terms of activities and various role categories. This method of self-examination is effective because it enables one to be more objective and honest. Being a "follower", for example, may be a *determined* role in one instance because of *relational* factors (parent-child) and a *chosen* role in another instance (teacher-apprentice). Examining our life roles is a big part of life career decision making and development.

Save the sheets of newsprint made up during and for steps (1), (2), (3), (6), and (8) of this activity. If this work was done on the blackboard, copy and save the information.

Subject: Social Studies

Content: Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

MALE AND FEMALE ROLES

Tell the class that you want to give them a chance to recognize some of the built-in prejudices they may unconsciously have. Explain that everyone will express their honest feelings about the opposite sex and roles they feel are appropriate for members of that sex. Afterwards they will discuss these ideas.

In the first four steps encourage everyone to be honest (EVERYONE!). Tell the class that they will write and then exchange their ideas. The biases that may appear are not to be taken personally by members of either sex. Instead, these ideas will be examined as what they usually are--stereotypic views of a society--and discussed objectively.

1. Ask everyone to take out a sheet of paper. On the top of their papers the males are to write WOMEN ARE. . . . . and on the top of their papers the females are to write MEN ARE. . . . .
2. During the next 5-10 minutes the students are to complete the statements on their papers with as many endings (adjectives, nouns, phrases) as possible. This work is to be done individually.
3. At the end of the allotted time ask the students to turn their papers over. On the top of this side the males are to write THE ROLES I SEE WOMEN IN ARE. . . . and on their papers the females are to write THE ROLES I SEE MEN IN ARE. . . .
4. Provide another short period of time for the students to complete the statements.
5. Ask the males and the females to now exchange papers. Each group is to read aloud the completed statements on both sides of the papers they have. Explain to everyone that following this "reporting" step they will discuss and comment on the ideas written. At this time, therefore, they should limit themselves to only reading the statements.
6. Review the ideas about the concept of ROLES (Biological, Relational, Responsibility). Of particular importance in this discussion are CHOSEN and DETERMINED roles.
   - What kinds of stereotypes, if any, emerged from the completed statements?
   - Which group got the most negative remarks and why?
   - How would the completed role statements appear in a categorization of CHOSEN vs. DETERMINED?

Subject: Social Studies
Content: IV
Goal: C

- In what ways have the roles of men and women changed in the last decade?
- How do you see these roles evolving in the future?

Subject: Social Studies

Content: Rights and Responsibilities

Goal A : Students will develop and incorporate an understanding of the rights and responsibilties of family members.

Activities:

Invite to class the following people:
- a mother employed outside the home
- a mother not employed outside the home
- a husband whose wife is employed outside the home
- a husband whose wife is not employed outside the home

Have them sit on a panel to respond to such questions as:

A. How do you feel about working mothers?
B. Did your mother work?
C. How do you manage the family service maintenance routine?
D. What are the effects on children of both parents being employed outside the home?

****

Help students become aware of the needs and changing features of the developing infant throughout the first year of life. Help them also become aware of the fact that parenting is a twenty-four-hour-a-day job.

When you show the films on pregnancy, child birth and personality development, invite parents to share their experiences. You may also want to invite La Leche League representatives to discuss the advantages and disadvantages of breast feeding.

Assign students the task of observing babies and interviewing their mothers. Distribute copies of the following handout to help structure students' observations:

(See next page.)

Subject: Social Studies
Content: V
Goal: A

OBSERVATION

NAME ______________________________

Name:

Weight at birth _______ Now _______

Age:

Lenght at birth _______ Now _______

Changes since birth:

Daily Schedule:

Food eaten:

Diet supplements:

Mealtime practices:

Clothing articles:

Methods of diapering:

Dressing, undressing:

Sleep requirements:

Sleep positions:

Bathtime:

Vaccinations:

Body control:

- Head control--
- Eye movement--
- Lip movement--
- Trunk control--
- Arm control--
- Hand control--
- Leg control--

Play skills:

****

Rights and
Responsibilities
Goal A
P.I. 1, 2
Grade 7

Understanding Family Rights & Responsibilities

Rights and Responsibilities
Goal A: *(Individual)* Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency: Students will describe the importance and benefits of understanding their family rights and responsibilities.
Performance Indicator(s): Students will be able to discuss the importance of understanding their family rights and responsibilities and discuss the benefits of understanding their family rights and responsibilities.

Activity Objective

Students will discuss the importance and benefits of understanding their family rights and responsibilities.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Review with the students what are their family rights and what are their family responsibilities. Ask students to name some of the rights and responsibilities they can recall from their own families. Ask them to pick which of the rights and responsibilities their families place a greater emphasis on. Point out and discuss how some are emphasized more in one family than another.

Divide the class into small groups. One half of the groups will discuss why it is important to understand their family's rights and responsibilities. The other groups will discuss some of the benefits of understanding their family rights and responsibilties. Have a spokesman for each group share with the class what they discussed.

EVALUATION: Students should be able to:
- discuss how different families place differing emphasis on rights and responsibilities
- discuss why it is important to understand their family rights and responsibilities
- discuss 2 benefits of understanding their family rights and responsibilities.

(See Evaluation Form for "Understanding Family Rights & Responsibilities.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Understanding Rights and Responsibilities

Rights and Responsibilities Goal A Grade 7

Students are able to:

1. Discuss how different families place differing emphasis on rights and responsibilities.
2. Discuss why it is important to understand their family rights and responsibilities.
3. Discuss 2 benefits of understanding their family rights and responsibilities.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Emphasis	Important	Benefits
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Rights and
Responsibilities
Goal A
P.I. 1, 2, 3
Grade 9

KNOW YOUR RIGHTS

Rights and Responsibilities
Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency: Students will compare and contrast the rights of all family members.

Performance Indicator(s): Students are able to review the rights of all family members, discuss how the rights of each family member are different from those of other family members, and discuss how the rights of each family member are similar to the rights of other family members.

Activity Objective

Students will describe five of their rights, three rights of their parents, and discuss the differences and similarities between family members' rights.

Activity

Total Time: one class
Suggested Subject Matter Area: social studies
Materials/Resources: handout
Educator's Preparation: Duplicate handout. May wish to review Bill of Rights and Georgia Code 74-111 (1977), 32-2111 (1945), and 32-1009 (1919).

Directions:
Give students handout "Know Your Rights!." Have them fill in Items One and Two after class discussion and presentation of Georgia laws and Bill of Rights. Discuss what life might be like if our rights were not protected by law. Have students complete Items Three through Six on handout and then share responses.

Evaluation:

Students should be able to:
- discuss five rights of children and three rights of parents
- discuss differences between family members' rights
- discuss similarities between family members' rights

(See Evaluation Form for "Know Your Rights!")

KNOW YOUR RIGHTS!

I. My rights as a minor:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

II. My parents' rights:

1. ______________________________
2. ______________________________
3. ______________________________

III. Rights both my parents and I have:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

IV. Why are there more laws which specify a child's rights than there are for parents?

V. Give some examples of freedoms allowed by law that adults have that children do not.

VI. Should parents' directions and decisions have more influence than those of children? Why or why not? (Support with specific examples.)

*Teacher*_____________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Know Your Rights!

Rights and Responsibilities **Goal** A **Grade** 9

Students are able to:

1. describe five rights of children and three rights of parents
2. discuss differences between family members rights
3. discuss similarities between family members rights

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. differences	3. similarities
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Rights and
Responsibilities
Goal B
P. I. 1, 2, 3
Grade 7

School Environment

Rights and Responsibilities
Goal B: *(Learner)* **Students will develop and incorporate an understanding of the rights and responsibilities of the learner.**
Competency: Students will analyze the school as a learning environment and describe its effects on them.
Performance Indicator(s): Students will be able to describe the services their school provides which contribute toward its being a learning environment, describe the extracurricular activities their school provides which contribute toward its being a learning environment, describe the curriculum their school provides which contributes toward its being a learning environment, and describe how their school as a learning environment affects them.

Activity Objective

Students will discuss the various aspects of school as a learning environment and the affects on them.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Divide the class into 3 groups. Tell them they will be brainstorming and discussing various aspects of the school's learning environment. One group will be "services." This area includes such things as counseling, library, advisory system. The second group will be "extracurricular activities." This includes such things as sports, science club, social activities. The third group will be "curriculum." This will include aspects of the school's curriculum such as science, math, physical education. Allow 10 - 15 minutes for each group to discuss their area and come up with as many aspects to each as they can.

As a class, have each group share their findings. Discuss how this helps to make up their total school learning environment. Discuss how this affects them. They should include which services, extracurricular activities, and curriculum subjects that they make use of.

EVALUATION: Students should be able to:
- describe 3 services, 2 extracurricular activites, and 5 aspects of the curriculum that their school provides
- describe which of the above aspects they make use of
- describe 2 ways the curriculum affects them.

(See Evaluation Form for "School Environment.")

*Teacher*______________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

School Environment

Rights and Responsibilities Goal B Grade 7

Students are able to:

1. Describe 3 services, 2 extracurricular activities, and 5 aspects of the curriculum that their school provides.
2. Describe which of the above aspects they make use of.
3. Describe 2 ways the curriculum affects them.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	They use	Affects
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

SQR^3

Rights and Responsibilities

Goal B (Learner):	Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency:	Students will analyze how their academic and study skills form systems which apply to the learning of different subjects.
Performance Indicator(s):	Students will be able to review their present study skills, analyze how their personal learning skills and study skills incorporate into a personal study system, and describe how their study system applies to the learning of different subjects.

Activity Objective

Students will discuss their personal study systems and how they use them in schools.

Activity

Total Time:	One or two class periods
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Overhead projector
Educator's Preparation:	Copy of Resources #3-6 for each student, transparency of Resources #1 and 2. Be familiar with entire activity.

Directions:

For this first session you will be introducing the SQR^3 method of studying and will give students a chance to apply it.

Project on the overhead the transparency of Resource #1, SQR^3. Tell the students that this is a method that will help them study more efficiently. Read through it to them as you uncover each section.

Then project Resource #2, which is part of Chapter One, "Stamps Bring the World to Your Door." Take each of the steps from the preceding transparency. Write on the board the question, "How do stamps recall history?" Have the students follow along as you read the printed text to find out. Ask them to recite the answers.

Now distribute copies of Resources #3 through 6. Tell them they will look at another section of the chapter. The section is under the heading, "Tips for the Beginners."

Then have them complete Resource #3.

Now, for the second session, review the SQR^3 introductory transparency of Resource #1. Then distribute copies of Resources #4 through #6. Have students complete these on their own or in pairs to avoid reading problems.

Allow students to make "I learned . . ." statements about their reactions to the SQR^3 Study Method. Have the students discuss what they feel are their own personal study systems and give some examples of subjects where they use certain ones.

EVALUATION: Students should be able to:

- identify their five basic study skills
- describe a study system as a specific pattern of skills for learning
- analyze how their personal learning and study skills form a personal study system
- describe their personal study systems and how they use this in two different subject areas

(See Evaluation Form for "SQR^3.")

Resource Page #1
for SQR^3

SQR^3

SURVEY the chapter. Look at the headings.
- -Stamps recall history
- -Stamps are works of art
- -It's fun to collect stamps
- -It's easy to collect stamps
- -Stamps have value
- -Tips for the beginner

QUESTIONS Turn each heading into a question. Use who, what, where, when, why, how.
- -How do stamps recall history?
- -Why are stamps considered works of art?
- -What makes it fun to collect stamps?
- -Why is it easy to collect stamps?
- -When do stamps have value or how much value do stamps have?
- -What are some tips for the beginner?

WRITE the questions in your notes.

READ the material to find the answers.

RECITE Now look at the questions and try to answer each.
RE-READ if necessary.

1. Stamps Bring the World to Your Door

Stamps recall history

With the help of stamps you can wander through lands, time and history. On a stamp expedition you can discover how things looked years ago. The traditional ways of life are dying out in our modern world, but they are preserved for us on stamps. The important events of the past, including the history of our own country, are recalled by special commemorative issues.

A stamp collection presents a picture gallery of great people of all times--rulers, statesmen, warriors, explorers, artists, and scientists--as well as their achievements and adventures. Stamps invite further study--you will want to know about the people, places, and things that are shown, why they were selected, what their significance is (Hobson, 1974, p. 9).

SQR^3

1. Look at the heading. Re-write it as a question: ______________________

____

____

____

2. Now read the paragraphs. List the tips that were given for beginners.

a. ____

b. ____

c. ____

Tips for the beginner

The best advice for the would-be collector is to start right in and collect all the stamps that come your way--nearly everyone starts "collecting" by trying to accumulate as many postage stamps as possible. This book will give you useful information about identifying, mounting, and arranging stamps. It will give you valuable tips about buying and selling stamps.

Since there are now nearly 150,000 varieties of stamps, you will soon realize that serious collecting will have to be limited to some workable project. Here you can read about the methods others have used to organize their stamps and about the kinds of collections they have built.

Whatever you decide to collect, study each stamp you get. Later, as you look through your album, you will delight in seeing and knowing the story of each of your possessions. There is a great deal of satisfaction in building a collection; in seeing it grow, stamp by stamp. There is a satisfying feeling of accomplishment in knowing that you have done the acquiring, sorting and mounting yourself and, of course, you can take pride in displaying your work.

A stamp collection can be a long-term project shared by every member of the family. Many of today's adult collectors began as youngsters. Stamps have a lasting interest and become more precious to their owner as he becomes familiar with each one. You will like collecting from the start, but your enjoyment will grow as you gain knowledge and experience along the way (Hobson, 1974, p. 14).

Resource Page #5
for SQR^3

1. SURVEY the chapter. Look at the headings.

2. QUESTION. Turn each heading into a question.

3. WRITE the questions in your notes.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

4. READ the chapter to find the answers.

5. RECITE the answers to each question. RE-READ if necessary.

APPLIED SQR^3

2. Before You Begin

Stamp collectors are sometimes called philatelists. The formal term for stamp collecting is philately. All of philately focuses about these little pieces of paper called postage stamps. Before you begin, take a closer look at the stamps themselves.

On the surface

When you look at an assortment of stamps the first thing you notice is that every color imaginable has been represented. Collectors have given names to hundreds of colors, shades and hues. Of the variety of shapes and sizes, the vertical is commonest, but you can also find almost as many horizontal rectangles, plus squares, triangles, diamonds, even an octagon and an isosceles trapezoid!

The largest stamp ever issued is the 1913 four-part express delivery stamp of China, which measures 9 3/4 by 2 3/4 inches (covering about 20 square inches). The smallest is an 1863 stamp of the Columbian state of Bolivar which measures 5/16 by 3/8 inch (covering only about 1/6 of a square inch). (From the Guinness Book of World Records.)

The picture portion of a stamp is called the "vignette." On most issues, the vignette is enclosed within a frame. On many modern issues, the picture covers the whole stamp. Stamps are often used on international mail, so the name or some device indicating the country of origin appears, except on the stamps of Great Britain.

The national name has never appeared on English stamps, presumably because Britain was the first nation to use stamps, (beginning in 1840) and there was no need to differentiate them from stamps of other countries.

The first function of a stamp is to indicate the prepayment of a fee to the postal clerks so, of course, there must be an indication of its value.

The "margin" is the unprinted area outside the border of the design. As you will learn, collectors value accurately centered stamps with equal margins. Most stamps have a series of "teeth" or "holes" along the edge. These "perforations" allow the stamps to be separated easily. Some countries use a series of slits between stamps rather than punched holes, and such stamps are referred to as "roulette." No means of separation was provided for the earliest stamps and they had to be cut from the sheet with scissors. There are still occasional issues of "imperforate" stamps, without roulettes or perforations between them.

As mail passes through the post office, stamps are "cancelled," that is, invalidated to prevent their reuse. These cancellations are usually in the form of wavy ink lines or postmarks showing the name of the city where the cancellation was applied. Beginners generally get used stamps for their collection; cancelled stamps no longer have face value and cost less than "mint" or unused stamps. In many ways, used stamps are more interesting; you can be sure they have fulfilled their purpose of carrying mail and cancellation usually shows when and where they were posted. On the other hand, a heavy cancellation interferes with the full appreciation of a stamp as a work of art.

Many of the stamps illustrated in this book are used stamps. To show the kinds of stamps that are readily available to beginners, nearly all of the stamps illustrated are inexpensive varieties that you can collect easily or purchase from any dealer at low cost.

On the other side

When you become an experienced collector you will often refer to the back side of a stamp for information. Two stamps are not necessarily identical just because they look alike on the surface. The back side of a stamp will tell you about the kind of paper it is printed on, whether the paper was watermarked and, if it is an unused stamp, you can see the gum. In judging the condition of a stamp you will soon find it very important to check the back side for thin spots and old hinges.

The beginner is usually not concerned with these minor variations. Many collectors never do bother with anything more than "face-different" stamps. There are some technical things beyond the scope of this book and of most collectors. In the chapter on advanced collecting you will learn how to recognize and identify watermark varieties. When you first take up the hobby, however, it is enough to know that if you have the time and inclination really to study and examine your stamps there can be more to collecting than getting one of each kind and putting it in an album.

Different kinds of stamps

Part of the fun of collecting is getting acquainted with the different types of stamps.

A postage stamp represents the promise of a government to perform a certain postal service, but the modern postal system provides a variety of services and sometimes different stamps are used for each one. Many stamp catalogues and albums have separate listings for each group of stamps so you will have to learn to recognize the various classifications:

GENERAL ISSUES. General issues are stamps that can be used for regular mail or any other service. In the United States, for example, general issues may be used for regular mail or a service, such as special delivery, even though there are distinctive special delivery stamps. (Special delivery stamps, however, cannot be used for regular service.)

AIRMAIL. The design of airmail stamps usually has wings or an airplane or some other symbol of flying. Special stamps that are readily identified for airpost service speed the dispatching of mail to the airport.

SPECIAL DELIVERY. These stamps show payment of the fee for the special service of having a letter taken from the receiving post office straight to its destination by a postal messenger ahead of the regular delivering postman.

POSTAGE DUE. Stamps in this class are used on letters or parcels which were mailed without sufficient postage, or are being returned to the sender because of a faulty address, refusal to accept, or some similar reason. They show the postman how much he must collect before handing over the item.

In addition, you will occasionally come across stamps for other special services such as parcel post, registered or certified mail, special handling for parcel post, newspaper stamps, and pneumatic post stamps from Italy for letters sent through underground tubes.

The basic stamp issue of a country is called the "definitive issue." The definitives include a wide enough range of denomination to prepay the lowest unit rate or the highest. The stamps are usually of convenient size and are intended for use over an unspecified period of time. They are available concurrently with special commemorative or semi-postal issues. Temporary issues of stamps placed in use pending completion of a regular issue are called "provisionals." Commemorative stamps, on the other hand, are issued in limited numbers and, when sold out, are seldom reprinted. They have pictures and inscriptions calling attention to the person or event being commemorated and are usually larger than normal stamps to allow more area for the design. The beauty and historic significance of commemoratives often create an interest among people who are otherwise indifferent to stamps.

Semi-postal stamps provide a government-supported means of raising money for worthy projects. Semi-postals are sold to the public through post offices for more than their postal value; the difference is turned over to the selected cause. Semi-postal stamps are imprinted with both values — the amount for valid prepayment of postage and the surtax the purchaser pays. After a specified time these stamps are declared obsolete for postal use. The public can still buy regular stamps for their mail at no premium, but semi-postal designs are particularly handsome to encourage their use. Funds raised are usually for child-welfare, the Red Cross or other organizations of undoubted merit. Issues like the French stamps for unemployed intellectuals may be open to question. The United States and Great Britain are two countries that have never used semi-postals.

Overprinted stamps

In every assortment of stamps you will find some that have an "overprint," not a cancellation but a mark, inscription or design on the face that was not part of the original design. These overprints are especially interesting because they alter the value, use or locality of the stamp to fill a temporary need. Others may show a lost war or a change in government. A few overprints commemorate an occasion or a person and were probably made because there was not time to design and print a regular commemorative stamp. Most overprints are to change the value of a stamp; this kind of special overprint is called a "surcharge." Collectors, of course, consider an overprinted stamp completely different from the original stamp without the overprint.

In many countries, "official" stamps used on government business are overprinted with that word to prevent unauthorized use. They are usually for general use of all branches of government but sometimes "departmental" stamps are overprinted with the name of a department for the exclusive use of that particular department.

When a foreign army moves into captured territory, "occupations stamps" may be issued for use in conquered territory. Some nations produce whole new issues for occupational use, but more often stamps of the victorious nation are overprinted for use in the conquered area. Collectors can follow the fortunes of war by studying their stamps.

City names overprinted on the face of U.S. stamps do not alter the use of the stamps. These are "precancelled" stamps which have been invalidated before being applied to mail. They are used only under permit by large firms to save a step in processing their mail. Canada, France and Belgium are other countries using precancelled stamps.

Every stamp has a story behind it. Not only does the stamp face indicate the intended use (sometimes the date), and the circumstances of its issue, but there is a story told by the design; you can learn why it was chosen and a little about the people and places pictured.

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

SQR^3

Rights & Responsibilities Goal B Grade 9

Students are able to:

1. Identify their five basic study skills
2. Describe a study system as a specific pattern of skills for learning
3. Analyze how their personal learning and study skills form a personal study system
4. Describe their personal study systems and how they use this in two different subject areas

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. 5 Basic	2. Describe	3. Analyze	4. Personal
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Rights and
Responsibilities
Goal B
P.I. 1, 2, 3
Grade 10

Using the SQR^3 Study Method

Rights and Responsibilities

Goal B:	Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency:	Students will evaluate personal academic and study skills and explain how they can be improved.
Performance Indicator(s):	Students will be able to discuss the consequences of having no consistent, effective study system, evaluate the effectiveness of their personal academic and study skills and identify skills that need improvement, and describe how they plan to improve their personal academic skills and study skills and their study system.

Activity Objective

Students will discuss the importance of having an effective study system and evaluate their own study systems.

Activity

Total Time:	One or two class periods
Suggested Subject Matter Area:	Social studies
Materials/Resources:	None
Educator's Preparation:	Be familiar with entire activity

Directions:

Discuss with the class what would happen without an effective, consistent study system. Have them list some of the consequences of this, such as: incomplete knowledge, harder to remember, harder to generate interest, etc.

Break the class into small groups and have the students evaluate the effectiveness of their own study systems. Tell them to be sure and discuss the following:

- specify what their study system is
- pinpoint the actual skills that are used in that system

- determine what works well in the system
- determine what does not work well in their system and why it does not work.

Discuss how they would like to improve their study system.

Explain and demonstrate the SQR^3 Study Method. Have the students turn to a chapter in their social studies texts.

Have them (1) SURVEY all the headings in the chapter.

Have them write the first heading as a QUESTION.

Have them READ to answer the question.

Have them close the book and RECITE the question and its answer.

Have them open the book and REVIEW to verify the answer.

Then repeat the process for each heading.

Discuss how they feel a system like this could help them improve their study skills.

EVALUATION: Students should be able to:
- discuss 2 consequences of having no study system
- evaluate the effectiveness of their personal academic and study skills
- create a specific and realistic plan for improving their skills or study system and report on their progress in doing so

(See Evaluation Form for "Using the SQR^3 Study Method.")

*Reference: Rights and Responsibilities, Goal B, Grade 9.

Teacher ______________________________ *Date(s)* ______________________

ACTIVITY EVALUATION FORM

Using the SQR^3 Study Method

Rights & Responsibilities   Goal B   Grade 10

Students are able to:

1. Discuss 2 consequences of having no study system
2. Evaluate the effectiveness of their personal academic and study skills
3. Create a specific and realistic plan for improving their skills or study system and report on their progress in doing so

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Consequences	2. Effectiveness	3. Improving
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Social Studies

Content: Rights & Responsibilities

Goal C : Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

Activities:

Have the students write letters to political candidates volunteering to work for them in the county area.

****

Explain that when students become wage earners they also become tax payers. Have them bring magazine and newspaper clippings on the subject of taxes. Have them post these on a bulletin board after summarizing the articles for one another.

****

Explain that people volunteer their time to action groups. Ask them to think about social change they would like to have occur. Have them share their responses in small groups.

Invite adult community members who participate in social action groups. Ask them to explain:

- the social change they want
- their work
- their life styles
- their volunteer work

****

Have the students list on a chart paper all the community's organizations. (They will have to ask parents and telephone City Hall to get the information.) Then have each student select four organizations to investigate and report on. The report on each should include:

- accurate name of organizations
- address
- phone number
- purpose of organization
- services of organization
- support
- territory served
- management
- why this group interests me

****

Subject: Social Studies
Content: V
Goal: C

Ask a police officer to come to your class to be interviewed. The students should be prepared to ask at least the following questions:

1. What is the major function of the police?
2. How does the work of a uniformed police officer differ from that of a detective?
3. How much time does a police officer spend in keeping records?
4. What causes crime?
5. How can crime be prevented?
6. Why did you become a police officer?
7. What qualities should a good police officer have?
8. What are the requirements to become a police officer?
9. What are some of the most common offenses?
10. What is the general procedure followed when a juvenile has been picked up?

****

Have students brainstorm or do research regarding crises (human, economic, health, and environmental). Divide into groups with each group focusing on a particular crisis. On newsprint list the NEEDS generated by this crisis in the lives of the individual students, their families, the people in their region, or in the nation. Underneath each need, list jobs that have or might develop to address that crisis. List findings and report to group.

****

Taxing Words

Rights and Responsibilities

Goal C (Citizen):	Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency:	Students will evaluate the purposes of taxes and how they support the government.
Performance Indicator(s):	Students are able to provide examples of a variety of taxes citizens are required to pay.

Activity Objective

Students will be able to provide 5 examples of taxes.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies, consumer math
Materials/Resources:	Understanding Taxes, Internal Revenue Service (optional); crossword puzzle
Educator's Preparation:	May wish to send off for Understanding Taxes booklet--ditto crossword puzzle. Be familiar with entire activity.

Directions:

Questions to discuss:

Why must we pay taxes?
What kinds of taxes do wage-earners pay?
What kinds of taxes do consumers pay?
Define graduated and regressive taxes and have students give examples of each.
May assign reading in Understanding Taxes to help cope with advanced studies.
Crossword Puzzle--have do as assignment.

Rights and
Responsibilities
Goal C
P.I. 1
Grade 9

Use a crossword puzzle* to help students learn about tax-related vocabulary and procedures.

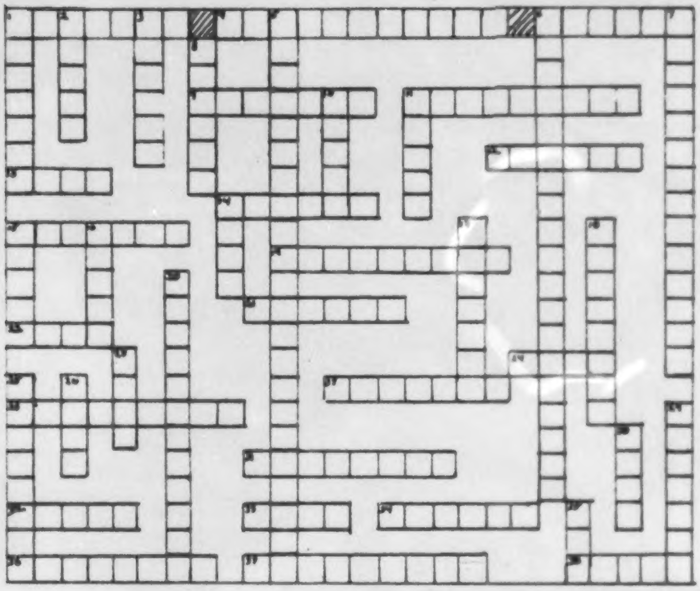
Present the list of words to be used in the puzzle:

Fiscal Year
exempt
tax liability
commission
withholding tax
interest
wage and tax
tax table
March
May
individual return
taxable income
services
income tax
IRS
sales taxes
Articles of Confederation
social security number
Revenue
Customs
Internal taxation
Amendment
taxpayer
evader
citizen
personal
credits
joint return
taxes
excise
adjusted gross income
Internal Revenue Service
filing
social security
sick
duties
schedules
refund
films
alien
sales
accrual
form
exemption
return
April
loss
rates
compute
sign
amended
contribution
itemizing
treasury
gain
evade
withhold
tips
rent
tariff
cash
dividend
records
deduction
law
wages
Federal

EVALUATION: Students should be able to:
- provide 5 examples of taxes

(See Evaluation Form for "Taxing Words.")

Rights and
Responsibilities
Goal C
P.I. 1
Grade 9



Across

1. If you are a U.S. _________ you are generally required to pay Federal income tax.
4. A man and his wife may file a _________________ (2 words).
6. To charge the taxpayer's account for taxes due.
9. The 16th Amendment created the ___________ income tax.
11. In order to determine your tax liability you may report your deductions on one of these.
12. Taxes paid on imports.
13. A taxpayer must itemize deductions to claim a _____ pay exclusion.
14. Generally January - April 15 is the _______ period for Federal income tax returns.
15. An accounting method, in which income is accounted for when it is earned, whether or not it has been received; and expenses are deducted when they are incurred rather than when they are paid.
19. A taxpayer is entitled to only one _____ for himself or herself.
21. Every taxpayer must file a Federal income tax _______.
22. Generally you may claim a deduction if this occurs in your business.
24. Each taxpayer must remember to ________ his or her return.
27. If you find you have not included all of your income after filing your return, you may file an _________ return.
28. The process of listing specific tax deductions rather than taking a standard deduction.
31. The Department of the _________ is responsible for developing, distributing and collecting Federal revenues.
32. To willfully seek to avoid paying taxes is to ______ them.

Across, cont.

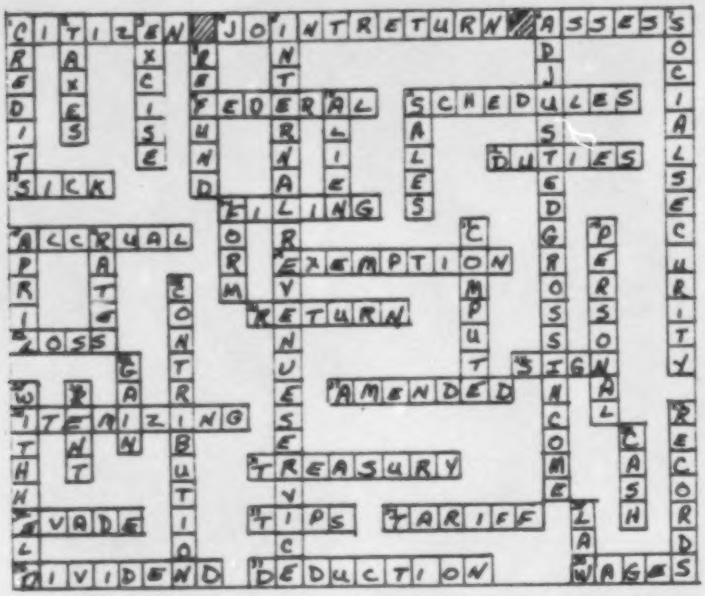
33. A type of income an employee must report to his employer if it exceeds $20 per month.
34. A list or system of taxes placed by a government upon exports or especially imports.
36. One type of income from ownership of stock.
37. A ______ of $750 is allowed for each dependent claimed.
38. The most common form of income received by an employee.

Down

1. Estimated tax payments and other _____ are deducted from your tax.
2. _______ are what we pay for a civilized society.
3. This tax is imposed on specific items or services.
5. U.S. Government agency responsible for collecting the Government's income taxes (3 words).
6. You subtract itemized deductions from this figure (3 words).
7. This number must appear on your return (2 words).
8. If the amount of tax withheld is larger than taxes due then the taxpayer is entitled to a _____________.
10. A person belonging to another country.
11. A tax paid for items we buy is called a ___________ tax.
14. A taxpayer must use the proper tax ______ when filing.
15. The month in which most taxpayers are required to file their return.
16. A percentage used to express the level of your tax.
17. A taxpayer may _________ his taxes by either of two methods.
18. A taxpayer may claim up to three _______ exemptions if blind and over 65.
20. As a taxpayer you are entitled to a deduction for your ______ to a church.
23. A net increase in income is a _____________.
25. Most taxpayers have their taxes ____________ by their employers.
26. Income received for the use of your property.
29. Receipts and bills of sales which must be kept by a taxpayer.
30. There is a _______ method and an accrual method.
35. A citizen is required by ______ to pay his or her taxes.

Rights and
Responsibilities
Goal C
P.I. 1
Grade 9

Here is the solution:


CITIZEN
JOINTRETURN
ASSESS
SOCIALSECURITY
CREDIT
TAXES
EXCISE
REFUND
INTERNALREVENUESERVICE
FEDERAL
ALIEN
SCHEDULES
SALES
ADJUSTEDGROSSINCOME
DUTIES
SICK
FILING
FORM
ACCRUAL
APRIL
RATE
EXEMPTION
COMPUTE
PERSON
RETURN
CONTRIBUTION
LOSS
GAIN
SIGN
AMENDED
WITHHOLD
RENT
ITEMIZING
TREASURY
CASH
RECORDS
EVADE
TIPS
TARIFF
LAW
DIVIDEND
DEDUCTION
WAGES

(*U.S. Government Printing Office: (472) 446-1972)

*Teacher*______________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Taxing Words

Rights & Responsibilities Goal C Grade 9

Students are able to:

1. Provide 5 examples of taxes.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Taxes
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Where Does My Money Go?

Rights and Responsibilities
Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency: Students will evaluate the purposes of taxes and how they support the government.
Performance Indicator(s): Students are able to explain how taxes support the running of the government, its agencies and programs and how they benefit from that use of tax monies, and evaluate whether these tax monies are used effectively or not.

Activity Objective

Students will be able to list services the government provides and analyze the productive and non-productive use of taxpayer monies.

Activity

Total Time: will depend on availability and quantity of resources
Suggested Subject Matter Area: American government, social studies
Materials/Resources: world almanac, book of states, newspapers
Educator's Preparation: have resources available and be able to direct students to appropriate index heading to find statistical tables--ditto worksheet "Where Does My Money Go?"

Directions:

Present worksheet "Where Does My Money Go?" Have students work individually or in groups depending on availability of resources. One group could work on the Federal Information while another works on the State.

Have students examine newspapers for examples of productive/non-productive expenditure of tax monies. Share with class perhaps as bulletin board items. Discuss how one's special interests may affect what one considers wasteful or not. Discuss which areas of expenditure affect them most as students, as employees, as family members.

EVALUATION: Students should be able to:
- discuss how their state government spends money
- discuss how their federal government spends money
- specify one example of waste
- specify one example of effective use of tax money and support with examples

(See Evaluation Form for "Where Does My Money Go?")

Rights and Responsibilities
Goal C
P.I. 2, 3
Grade 9

WHERE DOES MY MONEY GO?

Part I: Using The World Almanac

Directions: Compare the net outlay for the federal departments listed below over a four-year period. Indicate with a plus (+) if funding has increased or with a minus (-) if funding has decreased. Be sure to specify which fiscal years you are taking your statistics from.

DEPARTMENT	Year 19__	Year 19__	Increase (+) Decrease (-)
Agriculture			
Commerce			
Defense			
Energy			
Health, Education, & Welfare			
Housing & Urban Development			
Interior			
Justice			
Labor			
State			
Transportation			
Treasury			

Which Department had the greatest increase in funds? Which had the greatest decrease?

Rights and Responsibilities
Goal C
P.I. 2, 3
Grade 9

Part II: Using The Book of States

Directions: Compare the expenditures for your state and a state of your choice. Show dollar amounts spent in the following functions.

	Your State	Another State
Education		
Public Welfare		
Highways		
Hospitals		
Natural Resources		
Health		
Corrections		
Financial Administration		
Employment Security Administration		
Police		

In which function does your state spend the most money? In which function does your state spend the least money?

*Teacher*_______________________ *Date(s)*_______________________

ACTIVITY EVALUATION FORM

Where Does My Money Go?

Rights and Responsibilities Goal C Grade 9

Students are able to:

1. Discuss how their state government spends money.
2. Discuss how their federal government spends money.
3. Specify one example of waste.
4. Specify one example of effective use of tax money and support with examples.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	State	Federal	Waste	Effective Use
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Subject: Social Sciences

Content: Rights & Responsibilities

Goal D : Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Activity:

Each student will plan a weekend trip from Friday evening to Sunday afternoon. The trip must be at least 100 miles from home.

Each student will make a budget projecting all the expenses which will probably be incurred. Examples of probable expenses would be:

1. Gasoline
2. Food
3. Lodging
4. Entertainment

Each student will submit an itinerary of the trip.

Consumer Awareness - Buyer Beware

Rights and Responsibilities

Goal D (Consumer):	Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency:	Students will evaluate their roles as consumers.
Performance Indicator(s):	Students will be able to explain how they are consumers, analyze the major consumer skills, evaluate their roles as consumers in respect to their consumer skills, and evaluate their roles as consumers in respect to their consumer rights and responsibilities.

Activity Objective

Students will analyze their roles as consumers with respect to consumer skills, rights, and responsibilities.

Activity

Total Time:	Four or five class periods
Suggested Subject Matter Area:	Social studies/mathematics
Materials/Resources:	Stores
Educator's Preparation:	Set up stores. Be familiar with entire activity.

Directions:

Review with the class how they are consumers. Discuss that a consumer is someone who buys or uses things. Let the class list some products that they buy or use.

Discuss the major consumer skills. In the discussion include the following consumer skills:

- ability to understand money and to make change
- ability to determine the appropriate place of purchase
- recognition of the quality of merchandise
- ability to compare and contrast
- determination of need or priority
- recognition of the influence of advertising.

Rights and
Responsibilities
Goal D
P.I. 1, 2, 3, 4
Grade 11

Tell the class that now they are going to get a chance to be consumers.

Four department stores are set up, each with different strengths and weaknesses from the consumer's viewpoint. Two students are chosen to manage and sell in each store. The remaining class members are consumers, each of whom is given $2,000 with which to buy the best quality for the lowest price by asking questions about the product's warranty, guarantee, if they are tested products, price, etc.

Two winners are chosen--the consumer who made the wisest purchase, based on a pre-determined formula and the store that had made the most profit, determined by how much they had increased their retail prices over the set wholesale prices, which were different for each store.

Evaluate how the class did as consumers. Were they able to utilize the consumer skills effectively? Did they remain aware of their consumer rights and responsibilities? Discuss specific incidents that occurred demonstrating these skills, rights, and responsibilities.

EVALUATION: Students should be able to:

- review the meaning of consumer and list 4 products they buy or use
- analyze the major consumer skills
- evaluate their roles as consumers, with respect to their consumer skills
- evaluate their roles as consumers, with respect to their consumer rights and responsibilities

(See Evaluation Form for "Consumer Awareness - Buyer Beware.")

Teacher ______________________________ *Date(s)* ______________________

ACTIVITY EVALUATION FORM

Consumer Awareness - Buyer Beware

Rights & Responsibilities   Goal D   Grade 11

Students are able to:

1. Review the meaning of consumer and list 4 products they buy or use
2. Analyze the major consumer skills
3. Evaluate their roles as consumers, with respect to their consumer skills
4. Evaluate their roles as consumers, with respect to their consumer rights and responsibilities.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Review	2. Skills	3. Evaluate Skills	4. Evaluate Rights
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Subject: Social Studies

Content: Rights & Responsibilities

Goal E : Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Activity:

Have the students assume they are planning to start their own businesses. They each need ten employees. Have them list ten people from the community they would want to employ. Assemble the students in small groups to read their lists and tell why each was chosen.

Subject: Social Studies

Content: Rights and Responsibilities

Goal E: Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

INDIVIDUAL CHARACTERISTICS

Tell the class that job success and the personal well-being of the worker depend upon how the worker and his or her work environment match. In other words, all we have been talking about up to this point (personal attributes, values, job characteristics, etc.) must blend harmoniously for an end result of employer-employee satisfaction.

1. Review with students the ways we examine personalities (John Holland's six personality types: realistic, investigative, social, conventional, enterprising, and artistic) and the ways we examine levels of worker involvement with data, people, and things (Dictionary of Occupational Titles).

   Distribute copies of the activity sheet PERSONALITY DESCRIPTIONS. Explain that this combines Holland's Personality Types with the *DOT* descriptions of level of involvement. Provide enough time for the students to look over the handout and ask any questions or make any comments they might have. Be sure and mention that charts, especially this one, that offer personality descriptions are arbitrary and don't provide for the thousands of exceptions to the rule. However, it is useful and fun as well, to deliberate about how we do or don't appear somewhere in the chart's outline.

2. Post the information on activity sheet CHARACTERISTICS in a place where everyone can see it. Read over the eleven points. These points are some of the basic factors which go into determining how compatible a worker's individual characteristics are with his or her work environment.

3. Distribute copies of the "Questionnaire" activity sheets. Tell the students to look over the questions. Notice they are grouped in the eleven categories discussed in step (2).

   Explain that during your next class meeting you plan to have (two) workers from the community come for an interview. This interview will be conducted by the class as a whole but there will be one stipulation--the only questions which anyone can ask are those included on the "Questionnaire" you have just distributed. Therefore, the students should spend some time reading over and thinking about the questions they will be allowed to ask.

Subject: Social Studies
Content: V
Goal: E

4. At your next class meeting introduce your (first) guest worker by name only.

> Review the questionnaire carefully when choosing a worker to invite as a guest to be interviewed. Since the students will begin by asking only those questions on the questionnaire, your guest's occupational role should be one which will enable him or her to answer with more than "no" to the majority of questions. If the guest is having to answer "no" all the time it will be an uncomfortable situation for everyone involved.
>
> After you have chosen a guest worker spend some time before the class meeting explaining to him or her the interview process which will be used. You might want to have on hand a copy of the questionnaire for the guest to look over and think about.

Remind the group that anyone may address questions to the guest but that they must be from the questionnaire. Suggest that as individuals ask something they first indicate the page and category of their inquiry so that everyone can jot down the "yes" or "no" answer.

> Don't forget to inform both guest and students that answers will be simply "yes" or "no."

When the guest's occupation is discovered (or the prescribed interview time has elapsed) allow the students to ask any additional questions they might have. This is a prime opportunity to learn all they can about the occupation.

5. Tell the students to save their "Questionnaire." They can use it as a guide when collecting information for making their own occupational decisions. The questions can also be used in learning about jobs held by family members or friends.

Both the chart on the activity page and the "Questionnaire" are to be put in the personal portfolios.

Subject: Social Studies
Content: V
Goal: E

PERSONALITY DESCRIPTIONS

Personality Type	DOT Levels of Involvement	Work and Leisure Activity Preferences
Realistic	High preference for things Moderate preference for data Low preference for people	(likes activities involving motor skills, things, and structure such as athletics, scouting, crafts, shop work)
Investigative	High preference for data Moderate preference for things Low preference for people	(prefers scientific vocations, theoretical tasks, reading, collecting, algebra, foreign languages and creative activities such as art, music, sculpture)
Social	High preference for people Moderate preference for data Low preference for things	(prefers educational, therapeutic and religious vocations, and such activities as church, government, community services, music, reading, dramatics, etc.)
Conventional	High preference for data Moderate preference for people Low preference for things	(prefers clerical and computational tasks, identifies with business people, puts a high value on economic matters)
Enterprising	High preference for people Moderate preference for things Low preference for data	(prefers sales, supervisory, and leadership vocations and activities which satisfy need for dominance, verbal expression, recognition and power)
Artistic	High preference for things Moderate preference for people Low preference for people	(prefers musical, artistic, literary, and dramatic vocations, and activities which are creative in nature)

Subject: Social Studies
Content: V
Goal: E

CHARACTERISTICS

1. Risk - Are you willing to take chances in order to find job satisfaction?
2. Visibility - Are you one of those confident persons who will not hide when the going gets rough?
3. Secrecy - Can you keep a secret when others are screaming to get it out of you?
4. Forecasting - Can you make accurate predictions?
5. Organizing - Are you efficient in figuring out how something is organized?
6. Dependency - Is your personality one that is most comfortable in relationships where others are responsible for you?
7. Discovery - Do you find a thrill in coming up with new insights or understandings?
8. Accomplishment - Is it necessary for you to be reassured that you are getting somewhere in your work?
9. Mobility - Can you sit still for long periods of time?
10. Relationships - How important is it to you to have other persons around while you work?
11. Structure - Do you like to have boundaries and limits firmly established?

Subject: Social Studies
Content: V
Goal: E

QUESTIONNAIRE

Answer *Yes* or *No*

RISK

_____ 1. Does the job make you take a definite risk to your person (i.e., sleeping, not paying attention, not concentrating, etc. would cause an accident)?

_____ 2. Does your success depend on the performance of others; that is, if they fail you fail?

_____ 3. Could the job have consequences to yourself or those important to you (i.e., a criminal might seek revenge on the policeman who arrested him by going after his family)?

_____ 4. Is the job so competitive that other persons more skilled or better informed would show you up?

_____ 5. When you are finished with what you do are the results recorded in some kind of WIN-LOSS column?

VISIBILITY

_____ 6. While you do your work do a lot of other people watch you do it?

_____ 7. Do you have a title that a lot of people associate with you (that is, would they recognize the title even if they wouldn't know you)?

_____ 8. Is it necessary that you wear a prescribed uniform or dress in a certain way to do your work?

_____ 9. If you had to leave your work would it be necessary for someone to tell a lot of people where you are?

_____ 10. Is what you put together or create highly visible whereas you may not be?

_____ 11. Would you receive a lot of praise or recognition because of the work that you do?

_____ 12. Will the work that you do require that you be well dressed and carefully groomed?

SECRECY

_____ 13. Is what you do private in that it is to be seen, heard or talked about only with people who have certain qualifications and credentials?

Subject: Social Studies
Content: V
Goal: E

SECRECY (cont.)

_____ 14. Do you have to have access to personal records to do your work?

_____ 15. Does your work involve the reputations and characters of other people in that you might have to evaluate, judge or make other decisions based on these qualities?

_____ 16. When you talk about your work do you tend to avoid using the names of people and information about their personal lives?

_____ 17. Did you have to have a security check before you were accepted for employment?

FORECASTING

_____ 18. Is your job such that you are required to predict that something will take place (i.e., A doctor gives you medicine. He predicts that because you take it you will feel much better.)?

_____ 19. In your work do you frequently have to consider the alternatives (i.e., If we try to do it this way then we can expect this to happen, but if we went about it this other way then it's much more likely this will take place.)?

_____ 20. In your work are you responsible for outcomes? (That is, you must set up the correct procedure so that the desired result actually comes about.)

_____ 21. When all the facts are known is it your job to sort them out and then make a decision?

_____ 22. In your job do you know what is going on in the organization? (Some jobs are such that decisions are made but you are not in on them even though they affect you directly. Is it easy for you to work without having this inside knowledge?)

ORGANIZING

_____ 23. Is your job one that when you go to work you determine the order in which you will go about getting things done?

_____ 24. At the place where you work is the activity much like on an assembly line? (In this case jobs are clearly defined and limited with each person fully informed on his job responsibility.)

_____ 25. In your work are your efforts directed primarily at finding where something has gone wrong (i.e., A repair man must go through the sequence of the machine and only by doing this can he tell you where it is not functioning.)?

Subject: Social Studies
Content: V
Goal: E

ORGANIZING (cont.)

_____ 26. Is your job one of getting the right things to the right people at the right time?

_____ 27. In doing your work are you frequently interrupted?

DEPENDENCY

_____ 28. In your work are you responsible only to the person above you?

_____ 29. Can you get your work done only if other people cooperate?

_____ 30. If you fail in your work can you put the blame on someone else?

_____ 31. Is your job the type where your first duty is to help somebody else do his or her work?

_____ 32. Do you get your job status from the person you work for (i.e., because he is important you are important)?

_____ 33. Is what you do determined by what others tell you to do?

_____ 34. In your work is it necessary for you to delegate authority in order to get the job done?

_____ 35. Do you have trouble with people trying to get you to do their work for them?

DISCOVERY

_____ 36. Are you responsible for innovations; that is, trying out things that have never been tried before?

_____ 37. In your work do you frequently come with insights or new understandings which are inspiring to you?

_____ 38. Does your job require that you investigate or put together the case histories of people?

_____ 39. Do you have to go to new places or great distances to get your work done?

_____ 40. In your work do you have the pleasure of meeting new people and learning about them?

ACCOMPLISHMENT

_____ 41. Is there a time in your work when you can say, "It is finished. I can do no more either now or later."

ACCOMPLISHMENT (cont.)

_____ 42. Can other people take with them the results of your work to enjoy many times thereafter?

_____ 43. When people see the results of what you do will they ask, "Who did it?"

_____ 44. In your work do you create something that has personal satisfaction for you?

_____ 45. If you had to leave your work could you come back later and would it still be there just like you left it?

_____ 46. When you got your present job were you finally able to say, "I have arrived." (You mean by this that you have no particular desire for advancement or promotion.)

MOBILITY

_____ 47. Is your job one that requires you to be stationary (sit still) or does it permit you to move around?

_____ 48. While doing your work are you normally higher or lower than most of the other people working?

_____ 49. Must you have furniture to do your work or is equipment more important than furniture?

_____ 50. Once you are on the job does your work come to you or do you have to go after it?

_____ 51. Do you have to get inside, on top of or under something in order to complete your work properly?

_____ 52. How much of an opportunity do you have to get up and walk and still be doing your job?

_____ 53. Once you go to your job do you stay there in the room or the department all the time you are on the job?

_____ 54. Do you ever get a chance to leave the building or maybe even take a short road trip?

_____ 55. Do you work a definite shift? (Some jobs require swing shifts such as late afternoon and evening or the graveyard from 11:00 p.m. to 7:00 a.m.)

RELATIONSHIPS

_____ 56. On the job are you the best prepared person (i.e., trained, educated, more experienced)?

Subject: Social Studies
Content: V
Goal: E

RELATIONSHIPS (cont.)

_____ 57. When working are you more involved with personalities in contrast to viewing people as agents of production? (Are you concerned with the welfare of people or only with their ability to perform and produce for profit?)

_____ 58. Is your relationship with others on the job a condescending relationship (i.e., Must they look up to you for help or assistance with their problems?)?

_____ 59. Would people respect your work or job no matter who was actually doing it?

_____ 60. Does your work require a lot of paper instead of people?

_____ 61. Do you work with beautiful or otherwise desirable people?

_____ 62. Is this a job where you get to talk with important people?

_____ 63. As you carry on with your work do you find that a certain amount of time and thought has to be given about competition with others?

_____ 64. Is promotion, salary increase, etc. determined by some kind of evaluation, merit rating or accountability that makes you competitive with people you must work with daily to get the job done?

STRUCTURE

_____ 65. Is your work such that you know what is expected of you every day?

_____ 66. In this job are things structured (i.e., Things are set up by the clock, there are scheduled meetings, deadlines are firmly established, job descriptions are detailed, etc.)?

_____ 67. Do you punch a time card when you report for work?

_____ 68. Is your success on the job determined not by what the boss thinks of you but also by what your subordinates at work think of you?

_____ 69. Is it necessary for you to communicate to others what you are doing and why you are doing it?

_____ 70. At work are you frequently confronted with situations that you could not have predicted or planned for?

Subject: Social Studies
Content: V
Goal: E

STRUCTURE (cont.)

_____ 71. In this job are things unstructured (i.e., You often have to deal with interruptions, crises, emergencies, unannounced meetings and closed door discussions. Also, you don't have to punch a time clock, your telephone may ring at home and you may have to work overtime without pay.)?

_____ 72. Can you count on the opposition being predictable?

Producer Rights and Responsibilities

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will describe the general rights and responsibilities of producers.
Performance Indicator(s): Students will be able to describe the general rights of producers, describe the general responsibilities of producers, and explain how these general rights and responsibilities can apply to different producers.

Activity Objective

Students will discuss how rights and responsibilities apply to different producers.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: social studies
Materials/Resources: copy of resource page for each student
Educator's Preparation: duplicate copy of resource page for each student, be familiar with entire activity

Directions:

Hand out copies of resource page to each of the students and divide them into small groups of 4 or 5 students. Ask each group to discuss and complete their sheets, deciding whether each listing is a producer responsibility or a producer right. Some might be both. Ask the groups to think of at least 3 other things to add to the list.

After a sufficient time is allowed for this portion of the activity, ask the groups to think of 3 producers of different age levels. The groups should then discuss how the items on the list can apply to these different age levels.

Allow some time for each group to share what they learned with the class.

EVALUATION: Students should be able to:
- describe 2 examples of their rights as producers and why they are entitled to these
- describe 2 examples of their responsibilities as producers and why those are necessary
- identify 3 producers of different age levels and how producer rights and responsibilities apply to them.

(See Evaluation Form for "Producer Rights and Responsibilities.")

Resource Page for "Producer Rights and Responsibilities."

In the following list, put a 1 beside each thing you feel is a producer right. Put a 2 beside each thing you feel is a producer responsibility.

- cooperation with fellow workers
- respect for a task well done
- best effort toward successful task accomplishment
- intrinsic and/or extrinsic reward
- generating interest in the task
- cooperation with employers
- understanding how to accomplish the task
- punctual arrival

*Teacher*____________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Producer Rights and Responsibilities

Rights and Responsibilities Goal E Grade 7

Students are able to:

1. Describe 2 examples of their rights as producers and why they are entitled to these.
2. Describe 2 examples of their responsibilities as producers and why those are necessary.
3. Identify 3 producers of different age levels and how producer rights and responsibilities apply to them.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Rights	Responsibilities	Apply
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Rights and
Responsibilities
Goal E
P.I. 1, 2, 3
Grade 10

Controversial Work Behavior

Rights and Responsibilities

Goal E (Producer):	Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency:	Students will describe the legal rights and responsibilities of producers.
Performance Indicator(s):	Students will be able to describe the legal rights of producers, describe the legal responsibilities of producers, and describe legal rights and responsibilities of producers that have directly related to them.

Activity Objective

Students will discuss the legal rights and responsibilities of producers and how these relate to them.

Activity

Total Time:	One or two class periods
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Copy of resource pages for each student
Educator's Preparation:	Duplicate copies of resource pages for each student. Be familiar with entire activity.

Directions:

Hand out the questionnaire on controversial work behavior to each student. Ask them to complete them individually in their seats. After the questionnaire is completed, discuss the concepts of legal rights and responsibilities of the producer. Have students share their opinions on the questionnaire. As these are discussed, have students point out how these fit into the categories of producer rights and responsibilities. Remind them that a producer can be either an employer or an employee. Their responses should include such things as:

Rights
minimum wage
right to strike
right to safe working conditions
hiring policy
determination of job standards
expectation of employees meeting the contract agreement

Responsibilities

meet contract agreement
do a satisfactory job
responsible behavior and attendance
meet contract concerning wages and benefits
provision of safe working conditions
non-discriminatory hiring policy in regard to race, sex, creed, and age

Discuss which of these rights or responsibilities related directly to them now or in the past.

EVALUATION: Students should be able to:
- describe 2 legal rights of producer-employee and 2 of producer-employer
- describe 2 legal responsibilities of producer-employee and 2 of producer-employer
- describe 2 legal rights and responsibilities of producers that have directly related to them

(See Evaluation For for "Controversial Work Behavior.")

Resource Page for
Controversial Work Behavior

Have the students complete, tally and discuss the QUESTIONNAIRE ON CONTROVERSIAL WORK BEHAVIOR.

QUESTIONNAIRE ON CONTROVERSIAL WORK BEHAVIOR

	Agree	Disagree
1. An office worker who is a very good and fast worker has the right to be a few minutes late to work in the mornings.		
2. The boss should not expect an employee to be polite to a customer who is very nasty to the employee.		
3. As long as a worker does his or her work properly, the boss should not be concerned with the employee's grooming or dress.		
4. As long as the work gets done on time, it is all right for the employee to make as many personal phone calls as he/she wants during the work day.		
5. An employee should discuss all serious personal problems with the boss since they may affect the employee's work.		
6. Employees should be allowed days off occasionally for such things as shopping and entertainment as long as they catch up on their work when they return.		
7. Employees should work through their coffee break to finish a rush job.		
8. Employees should get promotions automatically every so often.		
9. Minority groups do not get deserved promotions.		
10. The amount of work an employee does is not too important as long as the work which he/she does turn out is excellent.		

QUESTIONNAIRE ON CONTROVERSIAL WORK BEHAVIOR
Page 2

	Agree	Disagree
11. Good appearance, grooming and personality make up for a lack of office skills.	____	____
12. An office worker who has finished his/her work should not be expected to help the slower workers who are behind in their work.	____	____
13. As long as a worker does not have a contagious disease, his/her health should be of no concern to the boss.	____	____
14. Workers should not be polite to other workers in the office whom they do not like, for to do so is being two-faced.	____	____
15. It is all right for an employee to repeat things overheard in the office unless specifically told not to.	____	____

*Teacher*____________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Controversial Work Behavior

Rights & Responsibilities Goal E Grade 10

Students are able to:

1. Describe 2 legal rights of producer-employee and 2 of producer-employer
2. Describe 2 legal responsibilities of producer-employee and 2 of producer-employer
3. Describe 2 legal rights and responsibilities of producers that have directly related to them

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Rights	2. Responsibilities	3. Related
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

What I Want from a Job

Rights and Responsibilities

Goal E: (Producer)	Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency:	Students will speculate what their rights and responsibilities might be as producers in the future.
Performance Indicator(s):	Students will be able to indicate how they fulfill their producer roles presently, indicate what producer roles they would like to have in the future, predict their rights in those producer roles, and predict their responsibilities in those producer roles.

Activity Objective

Students will discuss the producer roles they would like to have in the future and the rights and responsibilities of these roles.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Copy of resource pages for each student
Educator's Preparation:	Duplicate copies of resource pages, be familiar with entire activity

Directions:

Brainstorm,as a whole class, some desirable characteristics they would like to have on a job; after they have begun thinking along these lines, have the students individually go over the handouts, giving thought to each job reward.

Students will be given a handout entitled, "What I Want from a Job," which will include job rewards and the extent of their importance to an individual. There will also be a column marked "typical jobs" where the student can indicate a specific type of work related to the reward.

After each has done this individually, hold a class discussion revolving around their decided choice (pros/cons). Discuss other possible choices they could make as to producer roles. Point out how the things they want from a job will influence possible choices.

Remind the students of producer rights and responsibilities in both the employer role and in the employee role. Have them discuss what their rights and responsibilities might be in the future for the producer role they have identified.

EVALUATION: Students should be able to:
- describe two producer roles they would like to have in their future--one as an employer, one as an employee
- predict 2 of their rights as an employer and 2 as an employee
- predict 3 of their responsibilities as an employer and 2 as an employee

(See Evaluation Form for "What I Want from a Job.")

Resource Page for
"What I Want from a Job"

WHAT I WANT FROM A JOB

(From: "What To Do After High School" Science Research Associates)

JOB REWARDS	TYPICAL JOBS
1. High income (over $30,000 a year)	Some professions, large business and and farms, high-level sales work, professional athletics, some jobs in entertainment
2. Middle income ($10,000 $30,000 a year)	Most professions and business, skilled trade, some sales and technical work, some jobs in entertainment
3. Moderate or lower income (below $10,000 a year)	Clerical, some sales, operatives, service workers, laborers, farmers
4. Security	Government work, jobs with large companies having employee benefit plans, jobs in unionized industries
5. Risk or adventure	Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company
6. Interesting and varied responsibilities, chance to exercise initiative and make own decisions	Most professions, most businesses at management level, some outside sales, some craftsmen's jobs
7. Short hours	Most factory and routine office jobs
8. Vacations	Longest in government work of all kinds
9. High standing in the community	Jobs requiring high degree of skill and education
10. Early retirement	Policemen's and firemen's jobs, armed forces, some dangerous jobs, such as mining
11. Light, easy work	Routine assembly jobs, light sales jobs, many clerical jobs

Resource Page for
"What I Want from a Job"

12. Outdoor work	Surveying, some construction work, forestry, wildlife management, greenhouses, nursery, landscape work, tree surgery, orchard and farm work
13. Pleasant working conditions	Jobs in modern factories, offices, supermarkets, air-conditioned stores
14. Variety of duties every day	Repair work of most kinds, saleswork, installation of machinery or appliances, some office jobs--especially in smaller companies
15. Same duties every day	Routine filing jobs, assembly jobs
16. Chance to be creative	Tailoring and dressmaking, cabinetmaking and carpentry, jobs in commercial art, advertising, publishing, interior decorating
17. Chance to be alone	Forestry, some laboratory jobs, jobs as night watchman, jobs as truck drivers
18. Chance to be with people	Saleswork, social service work, receptionist jobs, jobs as doctors' or dentists' assistants, jobs as waitress or waiters

Resource Page for
"What I Want from a Job"

WHAT I WANT FROM A JOB

JOB REWARDS	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	TYPICAL JOBS
1. High Income ($30,000/yr)				
2. Middle Income ($10,000 to $30,000)				
3. Moderate/Lower Income (Below $10,000)				
4. Security				
5. Risk or Adventure				
6. Variety; Chance to Take Initiative, Make Decisions				
7. Short Hours				
8. Vacations				
9. Respected in the Community				
10. Early Retirement				
11. Light, Easy Work				
12. Outside Work				
13. Pleasant Working Conditions				
14. Variety of Duties Every Day				
15. Same Duties Every Day				
16. Chance to be Creative				
17. Chance to be Alone				
18. Chance to be with People				

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

What I Want From a Job

Rights and Responsibilities Goal E Grade 12

Students are able to:

1. Describe 2 producer roles they would like to have in their future--one as an employer, one as an employee.
2. Predict 2 of their rights as an employer and 2 as an employee
3. Predict 3 of their responsibilities as an employer and 3 as an employee

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Describe	2. Rights	3. Responsibilities
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Social Studies, Psychology

Content: Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

NEEDS

In order to make decisions and plan goals a person must be aware of what their needs are. This lesson is a consideration of personal needs - those things necessary for an individual to attain a state of well-being.

1. Lable five distinct areas on a blackboard (or label five large sheets of newsprint and then hang them in visible places where you will also be able to write notes on them). Label the fives areas each with one of the following titles: physiological needs esteem needs
safety needs self-actualization
love needs

2. Tell the class that together you will all brainstorm about the meaning of each of the five needs you have listed. Class members will spend 2-3 minutes on each need category, and as many ideas as possible should be volunteered in an attempt to clarify what is meant by a particular labeled need.

   As ideas are voiced you should record them under the appropriate label.

3. Explain to the class that the needs which they have been defining are described by Abraham Maslow, an American psychologist, in terms of a "hierarchy of needs". Maslow believes that human beings are only able to satisfy their needs according to levels. The lowest level of needs are physiology (food and shelter), followed by safety (security), love, esteem, and finally the highest level of needs, self-actualization (high levels of development such as efficiency, appreciation, tolerance, humor, and creativity). Maslow feels that people are only able to attend to a particular type of need if the need level below it has been satisfied. For example, is a man is continuously hungry he will be unable to concern himself with tending to his security (Blocher, D., *Developmental Counseling*, New York: Ronald Press Company, 1966, pp. 73-75).

   Ask the class to keep in mind this new information and to divide into discussion groups of about five members. Leave the results of the brainstorming session posted.

4. Distribute a copy of the discussion questions provided on the "Resource" page to each group or post a list of the questions in an easily visible spot in the room. Ask the groups to spend the next 15 minutes discussing their ideas concerning the issues.

5. Following the group discussions ask everyone to get some paper and spend the remainder of this activity time jotting down a list of those things they see as important needs in their lives now and in the future. After listing these needs ask everyone to go back over the list and note next to each item which of Maslow's need levels it would help fulfill. Finally a note should be entered somewhere on the page about how we acquire these needs - with money and with time. Ask the students to retain these notes in their personal portfolios.

> This final step offers some ripe ideas for a class discussion. You may prefer to hold such a discussion rather than making this a written step. In any case be sure the students write some notes concerning what they feel and have learned. This is an important portfolio entry!

1. What are you aware of needing right now? When was the last time you needed it? Where, or to what person, do you usually go to satisfy your needs? Is there someone who consistently comes through for you?

2. We each have our own treasure chest filled with things we save for a rainy day. What do you have in your chest? If all of you as a group had a chest with eight things in it what would they be?

3. Do you think you are like other people? What qualities do you think all people have in common?

4. Does every person alive have needs? How are your needs different from those of someone your age 100 years ago?

Valuing and Decision-Making
Goal A
P. I. 1, 2, 3
Grade 7

Value Ranking

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency: Students will compare and contrast others' values.

Performance Indicator(s): Students will be able to provide examples of others' values, compare and contrast others' values, and analyze why others may have differing values.

Activity Objective

Students will provide examples of others' values and compare, contrast, and analyze others' values.

Activity

Total Time: two class periods
Suggested Subject Matter Area: social studies
Materials/Resources: copies of "What Would You Do?" and "My Analysis of Another's Values" worksheet
Educator's Preparation:

duplicate enough copies of "What Would You Do?" survey sheet and "My Analysis of Another's Values" worksheet for one of each per student--be familiar with the entire activity

Directions:

The teacher explains to the class that he is going to give them a survey sheet which asks questions which will require them to look deeper into themselves and make a value judgement. The survey gives them three alternative choices for responding to each question and asks them to rank order these choices according to their own value-laden preferences.

Ask students NOT to put their names on the survey sheet. Allow time for students to complete the surveys.

Collect the survey sheets and then pass them back out in a random order, insuring that no one gets this own paper.

Have students review the other person's survey sheet while you pass out a copy of "My Analysis of Another's Values" worksheet. Have them fill in the worksheet according to their analysis or interpretation of the other person's survey sheet.

Valuing and Decision-
Making
Goal A
P.I. 1, 2, 3
Grade 7

EVALUATION: Students should be able to:

- provide two examples of things others seem to value
- base their comparisons upon whether values seem to be directed inwardly or outwardly and whether values are action or object-oriented
- include two reasons in their analysis.

(See Evaluation Form for "Value Ranking.")

Valuing and Decision-
Making
Goal A
P.I. 1, 2, 3
Grade 7

"WHAT WOULD YOU DO?"

1. If you were with your family in a boat that capsized far from shore and there were only one life preserver would you

    _____ save you wife/husband
    _____ save one of your children
    _____ save yourself

2. If you were stranded on a deserted island which would you rather have with you?

    _____ the Bible
    _____ the complete works of Shakespeare
    _____ the history of civilization

3. Which of these would be most difficult for you to accept?

    _____ the death of a parent
    _____ the death of a spouse
    _____ your own death

4. How would you break off a three year relationship with someone you've been dating steadily?

    _____ by telephone
    _____ by mail
    _____ in person

5. Which of these jobs would you like most?

    _____ school teacher on an Indian reservation
    _____ director of an inner city project
    _____ coordinator of social action projects for a liberal suburban church

6. What is the worst thing you could find out about your teenager?

    (Does the sex make any difference?)

    _____ that he/she has been shoplifting
    _____ that he/she is a high school dropout
    _____ that he/she is promiscuous

Valuing and Decision-
Making
Goal A
P.I. 1, 2, 3
Grade 7

7. Which would you be more concerned about as you grow older?

_____ lung cancer
_____ overweight
_____ declining vision

Valuing and Decision-
Making
Goal A
P.I. 1, 2, 3
Grade 7

MY ANALYSIS OF ANOTHER'S VALUES

1. Give two examples of things this person seems to value.

____

____

2. Do you think this person's values are inwardly or outwardly directed?

____

What in the survey do you base your answer on?

____

____

3. Do you think this person's values are action or object-oriented?

____

What in the survey do you base your answer on?

____

____

4. Why do you think this person's values are as you described them? (i.e., what in this person's past experience may have contributed to their present value system?)

____

____

____

____

____

____

____

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Value Ranking

Valuing & Decision-Making Goal A Grade 7

Students are able to:

1. Provide two examples of things others seem to value.
2. Base their comparisons upon whether values seem to be directed inwardly or outwardly and whether values are action or object oriented.
3. Include two reasons in their analysis.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Examples	Comparisons	Reasons
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Valuing and
Decision-Making
Goal B
P. I. 1, 2, 3
Grade 7

Values and Opinions in Decision Making

Valuing and Decision-Making

Goal B: **Students will develop and incorporate an understanding of the decision-making process.**

Competency: Students will describe the importance of examining their values and opinions when making a decision.

Performance Indicator(s): Students will be able to describe the effects of values and opinions upon the decision-making process, describe the effects when one's own values and opinions are not considered in the decision-making process, and describe some examples of decisions that rely on consideration of values and opinions.

Activity Objective

Students will discuss the importance and effects of values and opinions in the decision-making process.

Activity

Total Time, one class peiood
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Review with the students the definitions of value (a very strong feeling about something) and opinion (inclination or feeling toward something). Discuss with the students how they think values and opinions affect the decision-making process. The conclusion should be similar to everyone views the world differently and decisions are based on their view of the world. More conviction and confidence exists when a decision is based on a value, or people will tend to own their own decision when it is based on their opinions or values.

Discuss what could happen when someone makes a decision without considering their own values and opinions. The students should conclude that the person deciding will have less conviction, confidence, feelings of decision-ownership, or satisfaction with the results.

Ask students to privately write a paragraph or two describing some decisions that rely on consideration of values or opinions. Some example topics are:

- decision to lie/value of honesty
- decision to use dope/value of one's own health
- decision to kill/value of human life
- decision to cut classes/value of an education.

Allow several minutes for students to complete their paragraphs. Call for volunteers to read and discuss theirs with the class.

EVALUATION: Students should be able to:
- describe 2 effects of values and opinions on the decision-making process
- describe 2 effects when one's own values and opinions are not considered in the decision-making process
- describe 3 examples of decisions that rely on consideration of values and opinions.

(See Evaluation Form for "Values and Opinions in Decision Making.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Values and Opinions in Decision-Making

Valuing & Decision-Making **Goal** B **Grade** 7

Students are able to:

1. Describe 2 effects of values and opinions on the decision-making process.
2. Describe 2 effects when one's own values and opinions are not considered in the decision-making process.
3. Describe 3 examples of decisions that rely on consideration of values and opinions.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Effects	Not Considered	Examples
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Valuing and
Decision-Making
Goal B
P. I. 1, 2, 3
Grade 8

Alternatives, Risks, and Consequences

Valuing and Decision-Making
Goal B: Students will develop and incorporate an understanding of the decision-making process.
Competency: Students will analyze the importance of generating alternatives and assessing the consequences and risks of each before making a decision.
Performance Indicator(s): Students are able to analyze what might happen if a decision needed to be made and alternatives were not generated and the consequences assessed before hand, evaluate the benefits of generating alternatives and assessing the consequences of each before making a decision, and describe the benefits of distinguishing between alternatives that involve varying degrees of risk.

Activity Objective

Students will learn to generate alternatives and assess the risks and consequences of each alternative.

Activity

Total Time: three class periods
Suggested Subject Matter Area: social studies
Materials/Resources: paper, pencils, two signs as described below
Educator's Preparation: be prepared to move class into groups of about four; prepare two signs, one reading "I Will Take This Risk" and one reading "I Won't Take This Risk."

Directions:

Let us look at a decision that many of you have made. It may not be a part of a major event, because we do it so often: we all have to decide what to wear. You may not always agree but you have lots of alternatives or choices. You could wear a sweater, socks, a paper sack, a garbage can lid, a birthday party hat, paper toweling, blue jeans, a dress or coat.

Arrange students in small groups. Have them brainstorm a list of choices for the decision about what to wear. Introduce the phrase, generate a list of alternatives to describe this task. Tell them they are to generate a list of alternatives for the decision, "What shall I wear?" Select a volunteer for each group to be the recorder and write down that group's list of alternatives.

Quickly review the Brainstorming Reminders. Write them on the board as you speak.

- Try for many ideas.
- Do not judge the ideas.
- Let the ideas be wild.
- Use the ideas of others.

Tell them they will have about five minutes to generate a list of alternatives using the brainstorming method.

Then have the recorder in each group read aloud that group's list. Save these papers for tomorrow.

For the next class period the students will gather in their same groups as above. Today's task will be to list possible consequences of some of the alternatives.

Again the recorder will write for the group. Have them select one alternative from the lists they generated above. They will then try to think of possible consequences or what might happen if they choose to wear that article. Suppose someone chose to wear paper toweling. What might be the consequences?

- It would dissolve in the rain.
- It would tear on the playground.
- People might write on it.
- It wouldn't cover you completely.

To repeat, have students choose an alternative and list its possible consequences.

As they finish have them select another alternative and list its possible consequences. Have volunteers read the groups' list aloud for the rest of the class. Have them save these papers. Tape them up by their group's location if possible.

For this final session you will introduce the idea of risks in consequences. Risk is defined as: the possibility of suffering harm or loss; danger. In this activity the loss for wearing an inappropriate object of clothing might be loss of self-esteem, loss of respect of others, inconvenience, etc.

At opposite ends of a wall post two signs: "I Will Take This Risk" and "I Won't Take This Risk."

Explain that there is a line connecting the signs going from one extreme to the other. They are to show how they feel about the consequences of the alternatives they selected.

Example: the alternative is to wear a blanket. One consequence could be that you might not be able to play baseball. Raise your hands if you would take that chance or risk. Raise your hands if you would not take that risk or chance. Raise your hands if your feelings are somewhere between the two.

Summarize by saying that we always have alternatives. Each alternative has consequences. Many consequences have some risks for us. We have to look into ourselves to decide whether or not we want to take that risk.

Talk about what might have happened if you had just acted on the first idea, rather than generating other alternatives. Talk about the benefits of looking at the possible outcome of an idea before acting on it. We can look at how the idea will affect us, who it will affect, what the risks might be, etc.)

Discuss the varying degrees of risk. Sometimes the risk may be so slight we won't even fear it. What might be a great risk to one person may mean little to another person. Sometimes experience helps us decide the degree of a risk. When we take time to assess the risk, we are more confident once we reach a final decision. We learn to be responsible, to accept the risk of a decision we have made.

EVALUATION: The students should be able to:

- give an example of a decision to be made, what might happen if we act on the first alternative, and what might happen if we don't assess consequences before acting
- evaluate the benefits of generating alternatives and assessing the consequences of each before making a decision (a closer look at all aspects, makes best possible choice more clear, assessment of risks, etc.)
- define risk and discuss perception of degree of risk
- describe benefits of assessing risk involved for each alternative (confidence, responsibility, etc.)

(See Evaluation Form for "Alternatives, Risks and Consequences.")

Teacher____________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Alternatives, Risks, and Consequences

Valuing & Decision Making **Goal** B **Grade** 8

Students are able to:

1. Give examples of a decision, consequences of acting on first alternative, what might happen if we don't assess consequences before acting.
2. Evaluate benefits of generating alternatives and assessing consequences.
3. Define risk; discuss perceptions of degree of risk and benefits of assessing risks.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Decision	Benefits	Risks
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Social Studies

Content: Valuing and Decision-Making

Goal C : Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

Activity:

We have learned that archaeology, one of many branches in the broad field of social science, is concerned with the recovery and study of the material remains of humanity's past. Archaeologists use their discoveries as clues in helping them to understand the lives of those who made and used them. Your assignment will be to assemble a "time capsule" containing artifacts (newspapers, souvenirs, magazine articles, pictures, etc.) which you believe would help archaeologists living in the year 2981 understand life as we know it today in 1981. The material you decide to include in your time capsule will be what future archaeologists will use to understand life in the United States at the present time.

You and two other people should act as a group in deciding what material should be included in the time capsule. It is not necessary that all group members agree on what is to be included, but each should be open to the suggestions and comments of the others. You should also be prepared to give reasons why certain items were included above others.

The following list describes the types of information future social scientists may find useful studying in the year 2976.

A. Evidence concerning the natural and physical environment to include the type of soil, kinds of animals and plants and land features; and a map showing the geographic features and locations of society.

B. Evidence of rules, laws, politics and concern for the rights of each person.

C. Evidence of beliefs and values (what society considered to be important), including religions and superstititons.

D. Evidence of physical traits and mental abilities including areas of education and communication.

E. Evidence about how humanity lives with the rest of humanity to include family organization, class structure, roles of people in society and common traditions and customs.

F. Evidence concerning the economy, divisions of labor, inventions and the types of goods and services and their uses.

G. Evidence concerning art, architecture, music, literature, drama and theatre, sports and recreational activities.

H. Evidence about humanity's dress and culture not mentioned in any other category.

I. Evidence concerning the relations of different societies to each other.

DECISIONS

Valuing and Decision-Making

Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

Competency: Students will identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions.

Performance Indicator(s): Students will be able to analyze how past decisions made by their families influence their present decisions and could influence their future decisions, analyze how past legal decisions influence their present decisions and could influence their future decisions, analyze how their own past decisions influence their present decisions and will influence their future decisions.

Activity Objective

Students will discuss how family, legal, and self decisions made in the past influences their present decisions and will influence their future ones.

Activity

Total Time: one class period

Suggested Subject Matter Area: any

Materials/Resources: one sheet of paper for each student

Educator's Preparation: be familiar with entire activity

Directions:

Have each student take a sheet of paper and divide it into six columns. Now, ask the students to pause just a minute and think back over the past few years in their lives and remember the most important things that have happened to them in those years that have in some way changed their lives. These events may range from such things as winning the fourth grade spelling bee to Mom and Dad getting a divorce or to an older brother getting married and leaving home. The only requirement for being on the list is that the event affected them or led to a change in their lives. The change may be either positive or negative. In the first column have them list five of these events.

After they have recorded these, ask them to look at each event and ask the question: "Would I want this to happen to me if I had my life to live over again?" Instruct them to answer "yes" or "no" to that question in the second column across from the specific event.

In the third column have them designate by using an "F" (Forced) or a "C" (Chosen) whether the event was something that happened to them over which they had no control (i.e., it was forced upon them) or whether the event was something in which they chose to participate. A few events may be a combination of "force" factors and "choice" factors. If so, tell them to designate these as "F and C".

The fourth column is for recording whether their family approved or disapproved of this event. If the family does not know about the event or happening, have the student imagine what his/her family's reaction would be.

In the fifth column have students use a "+" to designate the events that have made their lives easier and a "-" to depict events which have made life harder for them.

Move now to the sixth column and have students determine whether they feel their lives are happier or sadder as a result of this event.

Give the students a few minutes to look over the completed chart. Then ask them to complete one or two of the following stems:

--I learned that ____.

--I rediscovered that ____.

Give the students an opportunity to share some of their stems within small groups. It is not necessary for them to do so since this activity is primarily designed for the student's personal use to allow him/her to react to some of the significant events in his or her life, and to determine what effect these happenings may have had on individual development.

EVALUATION: Students should be able to:

- provide three examples of past decisions by their families and the influence of these decisions
- provide two examples of laws and how they have influenced their lives
- provide two examples of long-range decisions they have made, one example of a decision they are presently facing, and two decisions they may face in the future
- discuss how these decisions may limit or expand their future choices

(See Evaluation Form for "Decisions.")

229

Teacher____________________ *Date(s)*________________

ACTIVITY EVALUATION FORM

Decisions

Valuing and Decision Making Goal C Grade 9

Students are able to:

1. provide 3 examples of past decisions by their families and the influence of these decisions
2. provide 2 examples of laws and how they have influenced their lives
3. provide 2 examples of long-range decisions they have made, 1 example of a decision they are presently facing, and 2 decisions they may face in the future
4. discuss how these decisions may limit or expand their future choices

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. families	2. laws	3. self	4. limit or expand
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Valuing and
Decision-Making
Goal C
P. I. 1
Grade 11

SNOWSTORM!

Valuing and Decision-Making

Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

Competency: Students will provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequence in the decisions they make.

Performance Indicator: Students will be able to provide examples of their ability to carry out every step of the decision-making process.

Activity Objective

Students will become familiar with the decision-making process and provide an example of their ability to carry out every step of the process.

Activity

Total Time: one or two class periods

Suggested Subject Matter Area: social studies

Materials/Resources: copies of "The Decision-Making Process" handout and the "Snowstorm!" worksheet, Who's Who, encyclopedias, biographies of any individual listed on the "Snowstorm!" worksheet

Educator's Preparation: Duplicate enough copies of "The Decision-Making Process" handout and the "Snowstorm!" worksheet so that each student will have one of each. Collect materials listed above. Be familiar with entire activity.

Directions:

Hand out a copy of "The Decision-Making Process" handout. Explain to students that when an important decision is to be made, many people have found it beneficial to look at the problem and proceed to a decision through a logical sequence of steps. The steps and their order are listed on this handout. Review the steps with the students, asking questions such as the following to prompt discussion:

- Why is it necessary to identify the problem (gather information, determine values, etc.)?
- Why would it not be logical for the step, "determination of values," to come before the step, "information gathering"? (or similar questions)
- What is the difference between the steps "generating and reviewing alternatives" and "reviewing possible consequences"?
- What do you think would happen to the decision-making process if there was no way for the person to gather information?
- Are problems and goals the same?

Next, hand out copies of the "Snowstorm!" worksheet. Have a student read the scenario aloud as the others follow along. Ask the students what the first step should be in making the decision. They should respond with "identification of the problem or goal." Then have a student state the problem or goal. Ask what the next step should be. The correct response is, "information gathering." Ask students how they could gather information in this situation. They may give such answers as interview the people, test to see who's most fit, etc. Ask how we could gather information about these people today in class, since they are not present for us to interview. The class will probably provide information on some of the more prominent figures, but there will likely be gaps in the information on some individuals. Have copies of Who's Who, an encyclopedia, biographies of certain individuals listed, etc. Provide time for research and sharing of information.

Divide the class into small groups of four to discuss the problem, proceeding through the remaining steps in the proper order.

Bring the groups back together to share their choices. Open the discussion for an exchange of opinions on possible consequences.

EVALUATION: Students should be able to:

- specify an important decision to be made
- show and/or explain how they follow each step in the decision-making process

(See Evaluation Form for "Snowstorm.")

232

SNOWSTORM!

Scenario:

During a snowstorm, an airplane in which you are a passenger crashes on a mountain top. You are one member of the team who will choose who should try to get over the mountain wilderness for help. There is no chance of anyone's knowing your position, as radio communication was out before the crash.

All of your lives depend on choosing the group of four who will have the best chance of getting through for help. The ones who stay behind will have to survive for at least one week. The passenger list is as follows. . .

HENRY KISSINGER

BRUCE JENNER

BILLIE JEAN KING

BJORN BORG

ALAN ALDA

ROBERT REDFORD

PILOT

CO-PILOT

HOSTESS

EX-GREEN BERET

EX-CONVICT

YOU

DIABETIC WITH A WEEK'S SUPPLY OF INSULIN (Occupation: Lawyer)

THE DECISION-MAKING PROCESS

1. Identification of the Problem of Goal

2. Information Gathering

3. Determination of Values and Opinions

4. Generating and Reviewing Alternatives

5. Reviewing Possible Consequences

6. Choosing One Alternative Over the Others (Making the Decision)

*Teacher*____________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

SNOWSTORM

Valuing and Decision Making Goal C Grade 11

Students are able to:

1. specify an important decision to be made
2. show and/or explain how they follow each step in the decision-making process

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. decision	2. steps
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Achievement Motivation
Goal A
P.I. 1, 2
Grade 10

Time Crunch

Achievement Motivation	
Goal A:	Students will develop and incorporate skill in planning and setting goals.
Competency:	Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.
Performance Indicator(s):	Students are able to explain the benefits of planning the use of their time and analyze how planning contributes toward effectiveness in their life roles.

Activity Objective

Students will explain the benefits of planning the use of their time and analyze how such planning contributes toward effectiveness in their life roles.

Activity

Total Time:	Two class periods
Suggested Subject Matter Area:	Social studies, language arts, home economics, business education
Materials/Resources:	Copy of resource page for each student
Educator's Preparation:	Prepare resource page handouts for the students, be thoroughly familiar with the activity

Directions:

Explain to students that they are to interview a consenting adult on how they plan and use their time in their occupation, their education, and in their leisure. Hand out copies of "Interview Questions - Ideas" sheet, and explain that these are questions to get the interview rolling. Students do not need to ask them all and should be encouraged to ask others as well.

Allow time in class for students to share the comments obtained from the interview.

EVALUATION: Students should be able to:

- include in their explanation that planning the use of their time benefits them by increasing efficiency, lessening stress, and creating a tendency toward a relaxed and confident attitude
- include in their analysis one example of how planning contributes toward effectiveness in their leisure role, and as a family member, a learner, a citizen, a consumer, and a producer

(See Evaluation Form for "Time Crunch.")

Interview Questions - Ideas

1. How do you plan the use of your time?
2. Do you use any devices for helping you plan the use of your time, such as calendars, appointment books, others?
3. What are some consequences you have experienced in your work when you did not plan your time?
4. What are some consequences you have experienced in your education when you did not plan your time?
5. What are some consequences you have experienced in your leisure time when you did not plan your time?
6. Could you give some advantages you feel there would be if consumers planned their time more effectively?
7. How could consumers plan their time more effectively?
8. In your occupation, could you give some advantages of planning the use of time?
9. How could a person in your occupation plan his time more effectively?
10. What do you think would be some advantages of family members planning their time more effectively? How could they do this?
11. What do you think would be the advantages of students effectively planning their time, and do you have any suggestions how this could be done?

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Time Crunch

Achievement Motivation Goal A Grade 10

Students are able to:

1. Include in their explanation that planning the use of their time benefits them by increasing efficiency, lessening stress, and creating a tendency toward a relaxed and confident attitude
2. Include in their analysis one example of how planning contributes toward effectiveness in their leisure role, and as a family member, a citizen, a consumer, and a producer

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Benefits	2. Effectiveness
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Personal Goals

Achievement Motivation

Goal A:	Students will develop and incorporate skill in planning and setting goals.
Competency:	Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.
Performance Indicator(s):	Students will be able to discuss their ability to set goals and describe their use of the planning process in helping to achieve their goals.

Activity Objective

Students will list some goals and discuss how the planning process can help to achieve them.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies/language
Materials/Resources:	Hat
Educator's Preparation:	Be familiar with entire activity

Directions:

Have each student write a personal goal or career choice (without signing his or her name) on a scrap of paper and drop it into a hat. Have each student draw out a scrap of paper and write the stated goal or career on a clean sheet of paper. Under it, the student will list five behaviors, actions, or skills, which will help a person attain that goal or career.

Discuss how the planning process can help them to achieve their goals. In the planning process, they should include such things as:

- planning the time allotted for preparation and reaching the goal
- planning use of materials, energy, money, effort, etc. in reaching the goal
- planning the steps involved in reaching the goal
- planning and anticipating the expected results in reaching the goal

Achievement Motivation
Goal A
P.I. 1, 2
Grade 11

EVALUATION: Students should be able to:
- discuss their ability to set immediate goals
- discuss their ability to set long-range goals
- describe 1 immediate goal and 1 long-range goal they have set for themselves
- describe those elements involved in the planning process

(See Evaluation Form for "Personal Goals.")

Teacher ______________________________ *Date(s)* ____________________

ACTIVITY EVALUATION FORM

Personal Goals

Achievement Motivation   Goal A   Grade 11

Students are able to:

1. Discuss their ability to set immediate goals
2. Discuss their ability to set long-range goals
3. Describe 1 immediate goal and 1 long-range goal they have set for themselves
4. Describe those elements involved in the planning process

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Immediate	2. Long-range	3. Describe	4. Planning
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Achievement
Motivation
Goal A
P. I. 3
Grade 11

YOUR FUTURE AND PLANNING

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goal goals.
Competency: Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.
Performance Indicator(s): Students will be able to evaluate their strengths and weaknesses in goal-setting and planning.

Activity Objective

Students will evaluate their ability to plan and set goals.

Activity

Total Time: two or three class periods
Suggested Subject Matter Area: social studies, language
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

After researching five careers and reporting extensively on one, find one choice. The student will write the necessary steps, from today forward, in meeting this goal.

After teacher's examination of these plans, a class session will be devoted to discussing them. During this discussion have class members be aware of their own strengths and weaknesses in goal-setting and planning. Discuss in small groups how they might be able to strengthen areas that they feel are weak.

EVALUATION: Students should be able to:

- evaluate their strengths and weaknesses in goal-setting and planning
- discuss how they might strengthen those areas they have determined to be weak

(See Evaluation Form for "Your Future and Planning.")

Teacher ______________________ *Date(s)* ______________________

ACTIVITY EVALUATION FORM

YOUR FUTURE AND PLANNING

Achievement Motivation Goal A Grade 11

Students are able to:

1. evaluate their strengths and weaknesses in goal-setting and planning
2. discuss how they might strengthen those areas they have determined to be weak

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. evaluate	2. strengthen
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Subject: Social Studies

Content: Achievement Motivation

Goal B : Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Activity:

Have the students discuss the energy crisis. The class can be broken into small groups to answer the following questions:

A. Who or what caused the energy crisis?

B. What are the consequences and effects of the energy crisis?

C. What can be done about the energy crisis?

A report from each group should be made to the class in order to complete a comprehensive list.

Subject: Social Studies

Content: Problem-Solving

Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.

Activities:

With all the extra time we have today, do you think that people are as willing to help others as before? Make a list of the last few times that someone has helped you do something. Also, make a list of the last few times that you helped someone else. Compare the two lists. Why do you think that someone was willing to help you?

****

Have the students describe a natural disaster or physical crisis that would affect your community. Have them list the occupations or workers needed to get the community back on its feet.

****

Problem-Solving
Goal A
P. I.1, 2, 3
Grade 8

Helping Self and Others

Problem-Solving
Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.

Competency: Students will evaluate their limitations in helping others and themselves.

Performance Indicator(s): Students will be able to provide examples of times when they can help themselves and others, provide examples of times when they cannot help themselves and others, and discuss their limitations in helping others and themselves and why it is important to know those limitations.

Activity Objective

Students will discuss times they can and cannot help themselves and others and the importance of recognizing their limitations.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Divide the class into groups of about 5 or 6 pupils each. Have each group discuss for about 5 minutes times when they have helped themselves or others. Any sort of help is acceptable (e.g., bandaged a cut, carried groceries in for parent). List as many as possible.

Now ask each group to think of times when they were unable to help either themselves or others. Examples should include such situations as emotionally out of control, dealing with a major medical problem.

As a class, discuss some limitations they may have discovered in helping themselves or other people. Discuss why it is important for students to be aware of the limitations they have in helping themselves and others.

EVALUATION: Students should be able to:

- provide 1 example of a time when they have helped themselves and 1 when they helped another
- provide 2 examples of times when they cannot help themselves and 2 when they could not help another
- discuss 2 limitations they may have in helping themselves and others and give reasons why these limitations are important to know.

(See Evaluation Form for "Helping Self and Others.")

*Teacher*______________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Helping Self and Others

Problem Solving **Goal** A **Grade** 8

Students are able to:

1. Provide 1 example of a time when they have helped themselves and 1 when they helped another.
2. Provide 2 examples of times when they cannot help themselves and 2 when they could not help another.
3. Discuss 2 limitations they may have in helping themselves and others.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Helped	Cannot	Limitations
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Social Studies

Content: Problem-Solving

Goal B: Students will develop and incorporate the ability to anticipate and cope with change.

CHANGES

Tell the class that a given factor which always influences a life career is to the world state of affairs. Much of an individual's career is controlled personally but uncontrollable factors as well as the phenomena of change must be recognized and dealth with.

1. It is essential that a person identifies his or her inner nature (understands, at least in part, what it consists of) because it is a constant which will endure in a world of change.

2. Ask everyone to take out a sheet of paper and label it in the following way:

Things I Can Control		Things Controlled by Others or by Fate
Environmental Change	Inner Changes	

3. Tell the group that they will examine their past, present, and future lives in terms of what they can and can't control. Ask the students to first write the word PAST in the left-hand margin and then spend ten minutes listing what they controlled in their past (*Environment:* who my best friend was; *Inner:* my interest in tennis) and what they didn't control (being a girl, having three brothers). The next portion of the list is to be made in terms of the PRESENT and the final portion will concern the FUTURE. The students should refer to their personal portfolios as a reference source for any ideas they might need.

4. When the lists are complete let the group spend a few minutes sharing their ideas.

5. Ask everyone to now label another sheet of paper with the following three categories:

1 Things I have accomplished	2 Things I want to accomplish	3 Steps I need to take

Subject: Social Studies
Content: VIII
Goal: B

6. Again provide some time and tell the pupils to fill out the first and second sections of their chart.

7. Tell the students to divide into small groups with people with whom they feel comfortable. In these groups ask them to share the accomplishments (past and future) which they have listed and talk about the steps they feel will need to be taken in order to fulfill what they have written in the second column.

> Some students may prefer to continue working alone in filling out the last column. Allow them this option! For many, however, the chance to share ideas will be welcome. Often it helps to get feedback and suggestions from others who may be more objective about our dreams than we are.

8. Reassemble as a single group and talk about what has been done.

- Where would the steps you have listed in column 3 fall on your first chart of things you can and can't control?
- How do your desired accomplishments fit into the information you have gathered and collected in your personal portfolios?
- Have you thought about thirty years from now? How would your "accomplishments" chart look then? How about at age 65?

> The possibility for discussion and guest speakers on the topic of retirement is an important and fascinating area to pursue with the class.

- What about unexpected future events such as economic dislocation (inflation, energy crisis) or war? How will these things affect progress in fulfilling accomplishments?

> Another rich area to explore in more depth! Guest speakers from many fields and of all ages can provide a lot of insight into the subject of unemployment, for example, a career fact which the majority of the students will experience at one time or another in their lives.

(The author wishes to acknowedge the work of Richard Bolles in his book *What Color is Your Parachute?* (1972). Ideas presented in his fifth chapter, "Only *You* Can Decide," were most helpful in formulating this activity.)

Obsolete Jobs

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: Students will predict ways in which some present careers may be different in the future.
Performance Indicator(s): Students will be able to provide examples of some present careers, predict how the expectations of those careers may be different in the future, and predict how the work environment for those careers may be different in the future.

Activity Objective

Students will discuss how some present careers may change in the future.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Dividing the students into groups, have each group compile a list of jobs that have been made either almost totally obsolete by each of the following inventions: the automobile, the diesel train, the computer, and the modern sawmill.

After discussing their lists of answers to the first part, have the groups compile a list of jobs available today that may become obsolete in future years.

Discuss how expectations for careers and the work environment could be different in the future. Include in this discussion such things as:

- how expectations concerning preparation may change
- how expectations on the job may change
- how stereotypes connected with careers may change
- how work facilties may change
- how tools necessary for those careers may change
- how worker relationships may change.

Problem Solving
Goal B
P.I. 1, 2, 3
Grade 7

EVALUATION: Students should be able to:
- provide 2 examples of present careers
- predict how the expectations of those careers may be different in the future
- predict how the work environment for those careers may be different in the future.

(See Evaluation Form for "Obsolete Jobs.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Obsolete Jobs

Problem Solving **Goal** B **Grade** 7

Students are able to:

1. Provide 2 examples of present careers.
2. Predict how the expectations of those careers may be different in the future.
3. Predict how the work environment for those careers may be different in the future.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Examples	Expectations	Environment
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

"GROWING" CONCERNS

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: Students will predict some of the concerns they will have as they get older.
Performance Indicator(s): Students will be able to provide examples of some of the concerns of older persons, explain why these concerns exist, and predict and explain some of the concerns they may have as they get older.

Activity Objective

Students will become familiar with the concerns of older persons.

Activity

Total Time: three to four class periods (plus homework)
Suggested Subject Matter Area: social studies
Materials/Resources: three interview report sheets per student
Educator's Preparation: Be familiar with entire activity. Duplicate copies of interview report sheets. If there are rest homes, retirement villages, or centers for the aged in the community, the educator could arrange for volunteers for the student.

Directions:

Introduce the activity to students, explaining that anticipating change often helps us cope with change and that this activity is designed to help them anticipate and predict some changes they may experience based on interviews with older persons.

Explain to the students that they will be required to interview three older persons of various ages/generations. The class should establish by consensus what an "older person" is (i.e., an age range), and should brainstorm a list of interview questions designed to establish the concerns of the persons. These questions could include the following:

- What has been the most trying time for you in the last five years?
- What was the reason for your concern?
- What has been the most pleasurable experience for you in the last five years?
- What do you worry about the most?
- What makes you angry?

Hand out three interview report sheets to each student. Explain that these are to be brought to class (completed) for use on the next discussion day. (This assignment is best made over a weekend or long holiday to allow enough time for completion and a greater chance for contact with older relatives.)

On the next discussion day, have each student report to the class the concerns each older person expressed. As the concerns are revealed, write them on the board and tally how often the concerns are expressed as each student reports. Rank the concerns as to their frequency of occurrence. Next, analyze the concerns to determine whether a trend exists as to particular concerns at given age levels.

Divide the class into small groups and assign a concern for each group to discuss in terms of reasons for the concern. Have each group report their thoughts to the rest of the class.

Have each student write an essay predicting the concerns they may have as they get older and why these concerns may exist for them.

EVALUATION: Students should be able to:

- provide four examples of concerns of older persons
- indicate the general age groups where these concerns occur
- give a description of the needs that accompany the four concerns listed above
- predict two concerns they may have as they get older and explain why these concerns may exist for them

(See Evaluation Form for "'Growing' Concerns.")

256

Resource Page for
"Growing" Concerns

INTERVIEW REPORT SHEET

Your Name:______________________________ Date of Interview:__________

Name of Person Interviewed:______________________________ Age of Person Interviewed:________________

MY NOTES ON THE INTERVIEW

Teacher______________________________ Date(s)____________________

ACTIVITY EVALUATION FORM

"Growing" Concerns

Problem Solving Goal B Grade 10

Students are able to:

1. provide four examples of concerns of older persons
2. indicate the general age groups where these concerns occur
3. give a description of the needs that accompany the four concerns listed in #1
4. predict two concerns they may have as they get older and explain why these concerns may exist for them

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. concerns	2. age	3. needs	4. prediction
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

PRACTICAL ARTS

Subject: Practical Arts

Content: Self Understanding

Goal A : Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Activity:

Have the students work in groups to prepare skits illustrating consequences of bad food habits. Each skit can have one of the following characters:

--Nervous Nellie, who had only a coke
--Lazy Lilly, who ate too much
--Fidgety Fran, who skipped lunch because she's dieting
--Droopy Daisy, who skipped breakfast
--Irritable Iris, who never has time to eat enough

****

Subject: Practical Arts

Content: Self Understanding

Goal B : Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Activities:

Have your typing students prepare for publication a weekly newspaper of school and community news. Have as the focus, the lives of people.

****

Have the students write, then type, their autobiographies. They can use this outline with a chapter for each Roman numeral.

I. Early Life
  A. Where and when born
  B. Earliest remembrances
  C. Early experiences

II. Family
  A. Size of family
  B. Number of brothers and sisters
  C. Favorite family pastime

III. Friends
  A. Who they are
  B. Things we do together

IV. School Experiences
  A. Early school life
  B. Recent school experiences

V. Likes and dislikes
  A. Likes
  B. Dislikes

VI. Goals for the Future
  A. Educational
  B. Occupational
  C. Family member
  D. Citizen
  E. Leisure participant

****

Subject: Practical Arts

Content: Self Understanding

Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Activity:

The instructor will have one class leave the kitchen a mess after the day's food preparation assignment has been completed so that when the next class comes in, they will find that they are unable to perform their task because the previous class was irresponsible. The students will discuss this situation in relation to the world of work, providing examples of the interdependence of workers, as in a team.

****

262

Subject: Practical Arts

Content: Interpersonal Relations

Goal A : Students will develop and incorporate skills that encourage and enhance relationships with their families.

Activity:

A home is the combination of all the materials, talents, skills, activities, feelings and hopes which a group of people draw upon to build itself into a family. Have the students group together and list those concerns, problems, and worries which their parents have. Then make a list of their own concerns, problems and worries. Draw conclusions from having made this comparison.

Invite a family counselor to discuss these family problems and solutions. He or she should discuss the services available. Career procedures, job qualifications, salary and job opportunities should also be discussed.

****

Family Constellations

Interpersonal Relations	
Goal B:	Students will develop and incorporate skills that encourage and enhance relationships with their families.
Competency:	Students will describe how the concept of family constellations might apply to them.
Performance Indicator(s):	Students are able to describe the concept of family constellations, describe their own positions and whether or not their experiences are consistent with family constellations theory, and discuss how understanding the concept of family constellations may help in getting along with family members.

Activity Objective

Students will be able to describe the concept of family constellations, their position in the family and whether it corresponds to the theory, and discuss how understanding the family constellation concept may help in getting along with other family members.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Home Economics/Family Living, Psychology
Materials/Resources:	Characteristics of Family Constellation
Educator's Preparation:	Adapt or provide handout as is, depending on ability of group. Be familiar with the entire activity.

Directions:

After students have read handout on family constellations discuss assumptions that underlie the concept. (Personality and character traits are results of movement within family group; development is the result of interpretation and interaction of factors; and all strivings are directed to gain feelings of security and belonging.)

Then discuss character and personality traits that might exist for: an only child, the first child, the second child, the youngest child, the middle child.

In what situations might a middle child take on the characteristics of the first child?

Have students discuss or write about their own position in their families, describing similarities and differences with the family constellation concept. Also have students discuss how the knowledge of the family constellation concept can assist them in understanding and getting along with parents and siblings.

EVALUATION: Students should be able to:
- describe the concept of family constellations
- describe their own positions; how they relate to others in the family and whether or not their experiences are consistent with the family constellation theory
- discuss how understanding the concept of family constellations may help in getting along with other family members

(See Evaluation Form for "Family Constellations.")

Family Constellations

The experiences a child has within the family are those which are most important in determining his or her knowledge, habits, and skills for dealing with outside situations. Two factors that heavily influence how a person views the world and him/herself are the position in the family sequence and how the person interprets that position.

No two children born in the same family will grow up in the same situation. The family environment that surrounds each child may be different for several reasons:

1. With the birth of each child, the family situation changes.
   Parents are older and more experienced.
   Parents may be more prosperous and own home.
   Parents may have moved to another neighborhood.
   Possibility of step-parent due to divorce or death.

2. Child is physically or mentally handicapped - or sickly.
   Parents may feel guilty.
   Sibling required to assume more responsibilities.

3. Child is deceased.
   Parents more protective of those born after.
   Parents tend to compare remaining children with the "angel in heaven."

4. Extreme groups:
   An only boy among all girls.
   An only girl among all boys.
   Combined families when two divorced people marry.

The order of birth is not only important in the development of personality and characteristics, but also has an effect on relationships between and among brothers and sisters. Examples of the effect of birth order follow on the next page.

Pleasant and unpleasant feelings exist between and among brothers and sisters. Sibling rivalry consists of open contests and fights for immediate rewards. Competition may exist without resentment or fighting and is expressed through differences in character, temperament, interests and abilities.

Some special conditions that may exist follow:

1. Oldest child is boy followed by a girl:
   a) Personal conflict may result in sexual conflict.
   b) Girl may become "oldest" as she develops faster.
   c) The boy will try to assert himself and take advantage of masculine role.
   d) As a teenager may become critical of parents.

2. Siblings born next to each other (i.e., 1 and 2 or 2 and 3) are more likely to experience conflict than those who are alternates (i.e., 1 and 3).

3. A strong trait in first and third children may be a reaction to a weakness in the second child.

4. Siblings far apart in age or of different sexes may not experience conflict if both are high achievers.

5. If one child does well at school, the competing sibling has two choices: (a) surpass the competitor; (b) withdraw from trying to beat in school achievement and try to find status somewhere else, such as social relationships, athletics, or other non-academics.

Single/Only Child	Oldest Child	Youngest Child	Middle & Second Child
1) Childhood spent among persons who are more skilled.	1) Was only child for a while & center of interest.	1) Often like an only child.	1) Never has parents' undivided attention.
2) May try to get adult approval by developing skills or sympathy by being shy, timid or helpless.	2) Has to be first--in sense of gaining & holding superiority over next children.	2) Usually has things done for him/her--decisions made, responsibility taken.	2) Always has another child in front who is more advanced.
3) Is pampered or competent.	3) May feel unloved or neglected with birth of next child. Will try to keep or regain mother's attention using positive or negative methods.	3) Usually spoiled by rest of family.	3) Feels first child cannot be beaten & therefore doesn't feel equal.
4) Boy may see father as rival.	4) Could develop competent behavior pattern or become discouraged.	4) Not taken seriously as is smallest and weakest.	4) Has "Avis Complex"--because I'm second I will try harder.
5) Is center of interest.	5) Sometimes will work to protect & help others in struggle to keep upper hand.	5) May become "boss" of family.	5) If first child is successful, second more likely to feel uncertain.
6) Usually interested only in self.	6) Sometimes death wishes or expressions of hate are directed toward second child.	6) Will try to do better than brothers & sisters or avoid struggle for superiority.	6) Usually is opposite of first child.
7) May feel insecure due to parental anxiety about raising correctly or losing of only child.	7) Because "dethroned," most likely to resent second child.	7) By keeping in baby role, will get others to serve.	7) Tends to be more aggressive socially.
8) May believe that to want something is to have it.		8) Pairs up with first child as being different from rest.	8) May feel unloved & abused.
9) If requests not granted may feel being treated unfairly & refuse to cooperate.			9) Becomes "squeezed child" when a third child is born.
10) May expect special place without having earned it.			10) May believe that people are unfair.
			11) May be unable to find a place in the group.
			12) May become discouraged and be more prone to become a "problem child."

*Teacher*____________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Family Constellations

Interpersonal Relations Goal B Grade 9

Students are able to:

1. Describe the concepts of family constellations
2. Describe their own positions; how they relate to others in the family and whether or not their experiences are consistent with family constellation theory
3. Discuss how understanding the concept of family constellations may help in getting along with other family members

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Concepts	2. Own Positions	3. Understanding
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

270

Subject: Practical Arts

Content: Interpersonal Relations

Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Activities:

Have your home economics students bring their own cake pans to class. Have the students draw the names of one another from a "hat." Each student will then design and create a cake for that person's birthday. Have them consider the taste and interests of that person.

****

Discuss with students the importance of having encouragement and support when making difficult decisions and major changes. How do different people provide different types of support? Why is it difficult to ask for support from someone? How can a person get support, and how can people be added to your support system?

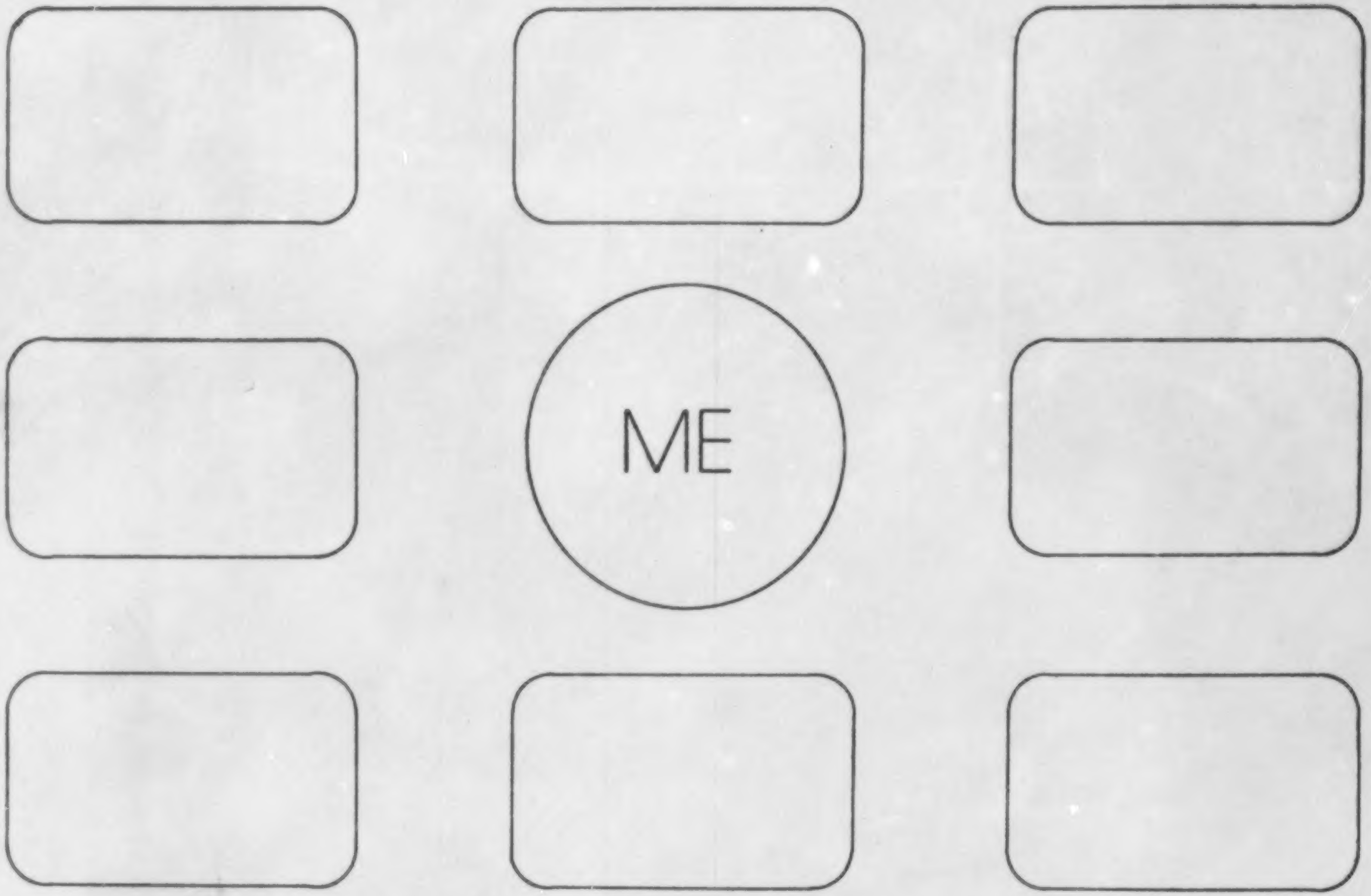
A support system consists of people who:

(1) are a welcome sounding board.
(2) give useful ideas.
(3) encourage you.
(4) persevere.
(5) care about you no matter what.

On the handout, "My Support System", have students identify six persons who are important to them. They may be relatives, friends, neighbors, teachers, bosses, loved ones, etc. In each box write the name or initials of a person and describe briefly how each could provide support. What is needed from that person?

****

MY SUPPORT SYSTEM



Interpersonal
Relations
Goal D
P.I. 1, 2, 3
Grade 7

PEER AND ADULT INTERACTION

Interpersonal Relations
Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.
Competency: Students will evaluate ways peers and adults interact in relation to the goals of behavior
Performance Indicator(s): Students are able to describe different ways that peers and adults interact, explain the goals of behavior, and evaluate ways peers and adults interact in relation to the goals of behavior.

Activity Objective

Students will describe situations where peers and adults interact, identify and give examples of the goals of misbehavior and positive behavior.

Activity

Total Time: two classes
Suggested Subject Matter Area: practical arts--family living or personal management
Materials/Resources: duplicate copies of resource pages for each student
Educator's Preparation: duplicate handout--be familiar with and be able to provide examples of behaviors and responses--further preparation can be obtained from following resources:

Dinkmeyer, D. and McKay, G. D. Systematic training for effective parenting (S.T.E.P.): Parent's Handbook. Circle Pines, Minn.: American Guidance Service, 1976.

Egan, G. The skilled helper. Monterey, California: Brooks/Cole Publishing Company, 1975.

Directions:

Discuss with class situations where students and adults interact. Talk about times when things did not go so well. Give handout on "Negative and Positive Behavior" and discuss, providing examples. Give handout on "Negative Behaviors." Have students identify behaviors, then discuss how that situation could be changed to a positive one.

Have students work in groups to create a scene demonstrating a particular behavioral goal. First act out the scene as negative and then with a positive goal. Students not acting should try to identify the goal being demonstrated.

EVALUATION: Students should be able to:
- describe 3 situations where peers and adults interact
- explain the goals of misbehavior and positive behavior
- choose 3 situations and evaluate the ways peers and adults interact according to the goals of behavior.

(See Evaluation Form for "Peer and Adult Interaction.")

Interpersonal Relations
Goal D
P.I. 1, 2, 3
Grade 7

NEGATIVE & POSITIVE BEHAVIORS

Goals of Negative Behavior

Belief	Goal	Other's Response
I belong only when I'm being noticed or served.	Attention-getting	Mad or annoyed
No one can tell me what to do.	Power	Fight or give in
Get them before they get you.	Revenge	Hurt or get even
I can't do it.	Display of inadequacy	Give up & do it yourself

Goals of Positive Behavior

I belong by contributing.	Attention Involvement Contribution	Helps, volunteers
I can decide & be responsible for my behavior.	Power, autonomy, Responsibility for own behavior	Self-discipline, Can do things for self
I am interested in cooperating.	Justice, fairness	Ignores people who hurt or tease
I can decide to withdraw from conflict.	Refuse to fight, Accept others' opinions	Ignore people who try to fight or get into power struggle

274

Interpersonal Relations
Goal D
P.I. 1, 2, 3
Grade 7

NEGATIVE BEHAVIOR

Identify the form of negative behavior being displayed in each of these situations:

(A) Attention getting
(P) Power
(R) Revenge
(D) Display of Inadequacy

A 1. Greg is always the last student to enter the classroom. When he does come in, he makes a lot of noise by talking, whistling, or throwing his books on his desk. When the teacher asks the students to open their books to a certain page, Greg loudly informs her that someone must have stolen his book.

R 2. Laura gets on at the last bus stop. No matter how crowded it is, she always picks a seat with one of the smaller kids and then kicks him or her out of the seat.

P 3. Mr. Frank has assigned the class an oral report on the science subject of their choice. When Betty is asked to tell what she is going to be talking about, she remains silent. When Mr. Frank asks if she would rather do a written report, Betty replies, "I'm not going to do any report, and you can't make me."

D 4. Steve never does his math assignments. Ms. Block shows him how to do problem after problem, but he never seems to learn how to do it for himself. Ms. Block asks another student to show him and eventually that student ends up doing all of Steve's problems.

Teacher________________________________ Date(s)____________________

ACTIVITY EVALUATION FORM

Peer and Adult Interaction
Interpersonal Relations Goal D Grade 7

Students are able to:

1. Describe 3 situations where peers and adults interact.
2. Explain the goals of misbehavior and positive behavior.
3. Choose 3 situations and evaluate the ways peers and adults interact according to the goals of behavior.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Peers/adults	Goals	Evaluate
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

276

Subject: Practical Arts

Content: Expressing Ideas

Goal A : Students will develop and incorporate an understanding of the various methods of expression in their daily lives.

Activities:

Here are some situations for which letters can be composed and typed:

A. Make a hotel reservation.
B. Inform a writer that your employer is out of town and will answer upon return.
C. Order equipment or supplies for office use.
D. Request or accept speakers' services.
E. Request credit information.
F. Grant or refuse credit.
G. Make an appointment.
H. Apply for a job from a newspaper ad.
I. Write a want ad for the newspaper for a receptionist.
J. Write a letter to a friend.
K. Write a television or radio ad selling a product or service,

****

Demonstrate non-verbal clues about communicating and listening.

--whole body
--gestures
--tone of voice
--posture
--feelings
--way we sit

"Role play with the student next to you a situation between you and a member of your family about dating or another relevant topic." Have the students across the table list the non-verbal messages being sent.

****

Subject: Practical Arts

Content: Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Activity:

Here are many things students can do.

A. Have a cattle farmer discuss the various jobs to be done during a typical day.
B. Take a field trip to a cattle ranch and notice the various equipment in use there.
C. Make a chart showing the various types of cattle bred in this country and around the world.
D. Make a chart showing the rise and fall of cattle prices, marking the best times to buy and sell.
E. Make a list of different ways to transport cattle from the farm all the way to your store.
F. Go to a stock auction and check the price trends over a two-month period.
G. Make a notebook of the various types of cattle brands and make a short report on what they signify.
H. Get involved with your local 4-H organization.
I. Make a research project on the various types of food consumed by cattle in the summer, spring, winter, and fall.

****

273

Subject: Practical Arts

Content: Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

D. O. T.

Tell the class that it isn't enough that they know how their personality traits, needs, and values qualify them for their choices of occupations, they must also have the necessary abilities. They must determine what abilities they now possess and what skills are needed to carry out a job. Developing skills is part of the training process leading to job entry.

1. Ask the students to make a list of their free-time activities. They should include all types of leisure pursuits in which they engage - hobbies, sports, club activities, what they enjoy doing alone, etc.

2. When the lists are complete tell everyone to rank order the activities by putting a #1 next to the one they enjoy the most, #2 next to the second most enjoyable pursuit, and so on through the list. Tell them to label the page "Things I enjoy doing."

3. On a second piece of paper the pupils should now list the skills they are utilizing while taking part in the activities listed on their first page. In order that this second listing be somewhat rank-ordered they should first write skills involved in carrying out the activity marked #1 on their first page and then continue through the list in numerical order. Tell them to label the page "Skills I enjoy using."

4. When the list of skills are complete the students should look back over the listing and see whether or not any of the skills are repeated several times. If so these should be marked and those skills noted somewhere on the page.

5. Now repeat the whole process but this time the original list should consist of work activities (at school, in a job, at home). Title the first page, "My work activities" and the second page "Skills I use in work".

The lists need not be lengthy. You can limit the time spent on these first five steps by asking that five-ten leisure activities and five-ten work activities be listed.

---

6. Talk with the class about the lists. What is revealed? Is the first list more extensive, or perhaps surprising, than the second? Too often when we try to assess our abilities we ignore all but those skills we utilize when at work. We don't see the full picture of our aptitudes unless we take into account all we do - while at play as well as at work. Even an activity such as meditating, or swinging in a hammock and indulging in daydreams involves a skill - relaxation - which a great many people lack.

7. Distribute copies of "*Dictionary of Occupational Titles (DOT) Skill Levels*". Explain to the class that the U.S. Department of Labor publishes a *Dictionary of Occupational Titles (DOT)* which contains the most complete listing available of the approximately 24,000 occupations existent in the American economy. It is assumed that every job is involved to some degree with data, people, and things. One of the functions of the *DOT* is to describe to what extent each occupation involves working with data, people, and things. The higher the level of involvement, the higher the level of needed skills in that area.

   The information provides a description of the levels of involvement (0 being highest and 6 or 7 being lowest) and skills required for that involvement with data, people, and things.

   Richard Bolles (1972), a regional consultant to a variety of career centers,explains in his book *What Color is Your Parachute* (pp. 74-77) that the most amazing fact about all these skills is that the duties prescribed by an employer to the worker are more defined the lower the level, thus leaving less freedom for the employee to decide upon his or her methods of carrying out the job. For example, in the category of *people* the lowest level of involvement is "Serving". The skill required at this level is "attending to the needs or requests of people or animals". An employee at this level attends to his or her work assignment and follows orders. The only verbal exchange required is to clarify what those instructions are. Then, back to business and do as told. In this same category of *people* the highest level of involvement is "Mentoring" and the skill required at this level is "dealing with individuals in an advisory or counseling capacity." An employee at this level receives few if any instructions and is free to fulfill the work role as he or she sees best.

Bolles' point is important to keep in mind but it should not be seen in a negative light. Individuals involved in jobs requiring lower level involvement (and consequently skills) with people will require different, and probably higher levels of involvement with data and things. Jobs vary in this respect and these are the differences that draw us all (with our variety of skills) to different work roles.

Allow some time for the class to look over. Discuss it with the group if necessary and answer any questions they might have about it.

8. Once the class members have examined the work skills described by the *DOT* ask them to go back to their original lists of leisure ("Skills I enjoy using") skills and work ("Skills I use in work") skills and see where they might fall in the *DOT* categories. Tell the students to put a check mark next to the *DOT* skill descriptions that include the skills they wrote in their lists.

Have the students compare their personality types which were explored in the activity "My Personality MAP" (Soc. Studies, I, A) with their leisure and work skill lists. Specific abilities are mentioned at the end of each description of Holland's personality types.

10. Ask students to consider occupations they have explored in the past in light of what they have learned about their skills.

11. Discuss and process this activity with the class.
    - How else are you able to assess your skills? (aptitude tests)
    - Do you feel that grades you have earned in school are a fair assessment of your abilities? Why?
    - What did you learn about yourself by listing leisure and work skills separately?
    - Do you feel for the kinds of skills you want to develop further for future involvement with data, people, or things?

DICTIONARY OF OCCUPATIONAL TITLES (DOT)
SKILL LEVELS

Data (dealing with instructions and information)

0	Synthesizing:	Integrating data to discover facts and/or develop concepts.
1	Coordinating:	Analyzing data and determining time, place, and sequence of action to be taken.
2	Analyzing:	Examining and evaluating data.
3	Compiling:	Gathering and organizing information about data, people, or things.
4	Computing:	Performing arithmetic operations and carrying out related action.
5	Copying:	Transcribing, entering, or posting data.
6	Comparing:	Judging the readily observable characteristics of data, people, or things.

People (dealing with the public, supervisors, fellow workers)

0	Mentoring:	Dealing with individuals in an advisory or counseling capacity.
1	Negotiating:	Exchanging information with others to formulate policies and programs and/or arrive jointly at conclusions.

Subject: Practical Arts
Content: IV
Goal: B

2	Instructing:	Teaching or training others.
3	Supervising:	Determining work procedures, assigning duties, maintaining good relations, and promoting efficiency among workers.
4	Diverting:	Amusing others.
5	Persuading:	Influencing others.
6	Speaking-Signaling:	Conveying or exchanging information with people.
7	Serving:	Attending to the needs or requests of people or animals.

Things (dealing with materials, equipment, products)

0	Setting up:	Adjusting machines or equipment for other workers or setting up and personally operating a number of machines.
1	Precision working:	Manipulating work aids and exercising judgment in order to locate objects and materials where standards are attained.
2	Operating-controlling:	Operating and adjusting progress of equipment designed to fabricate and/or process materials.
3	Driving-operating:	Controlling equipment which must be guided in order to fabricate, process, and/or move things or people.
4	Manipulating:	Using work aids to work, move, guide, or place materials.
5	Tending:	Regulating and observing the functioning of machines or equipment.
6	Feeding-offbearing:	Inserting or removing materials into or from machines which are automatic or operated by others.
7	Handling:	Using work aids to work, move, or carry materials.

(*Dictionary of Occupational Titles*, Vol. II, pp. 649-650)

Subject: Practical Arts

Content: Rights and Responsibilities

Goal A: Students will develop and incorporate an understanding of the rights and responsibilities of family members.

Activities:

Invite working mothers and fathers of young children. Select couples who share both family service maintenance tasks and child care responsibilities. Include single working parents. Ask them to describe shortcuts they use in their home maintenance tasks. Ask them to describe low-upkeep interiors they have or desire. Ask them to describe their use of labor-saving devices.

****

Give to or have students bring an uncooked egg. Explain to them that for 24 hours they are to think of this egg as their child. They must take it with them wherever they go, care for it, feed it, see that it is clean, clothe it, etc. At the end of the 24 hour period have students discuss how they handled their "responsibility" and correlate this experience with that of having a "real" child.

****

Subject: Practical Arts

Content: Rights and Responsibilities

Goal B : Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Activity:

Students will take a Civil Service Test (takes 2 class periods) covering the following areas:

--Straight copy (5 minutes)
--Spelling (5 minutes)
--Word choice (5 minutes)
--Manuscript (10 minutes)
--Proofreading (5 minutes)
--Letter (10 minutes)
--Arithmetic (15 minutes)
--Table (10 minutes)

****

Subject: Practical Arts

Content: Rights & Responsibilities

Goal E: Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Activities:

Invite as a resource person a Union Steward to present collective bargaining. Perhaps this person can set up a collective bargaining simulation in the classroom.

You may want to process the activity with some questions.
A. Describe the five steps of the collective bargaining process.
B. How do you feel about labor unions and that some companies force employees to join?
C. Describe the historical events which gave rise to the formation of labor organizations.
D. What are the good and bad points about labor organizations?
E. Describe the federal government's part in the regulation of labor organizations.
F. Will labor unions continue to serve the best interests of workers or will an alternate system emerge to represent labor?

****

Students will be given a length of wire and a pair of pliers. Each student will make a coat hanger. The next day, the students will use a jig and fixtures to make coat hangers. The class will discuss the the role of the individual in the work situation and how production methods improve products.

****

Each student will write to local metal workers inquiring about various jobs and their requirements. A bulletin board display will be used to present the student's information to the other students.

****

Students will tour a local metal worker plant such as Paul Mueller, Reyco and so on. After the tour, the students will discuss the occupations and benefits of working in the metals area, as well as unions.

****

Subject: Practical Arts
Content: V
Goal: E

Invite a school administrator to come to the classroom to dictate (in realistic fashion) two letters.

Before the administrator comes, ask her to make the dictation as realistic as possible.

A. Make them read back.
B. Do change your mind about wording.
C. Intentionally have interruptions:
    1. "Please make a reservation for two at Tiffany's Attic tonight."
    2. "Cancel my afternoon appointments because the State Supervisor will be here."
    3. Ask for at least two carbon copies of the letter.
    4. Tell them to get three different files.
    5. Compliment on the clean desk!

Explain some rules before your dictator comes:

A. At the beginning of session ask if she prefers to be interrupted during dictation or after if something is not clear.
B. If she asks for a sentence to be repeated--someone quickly do this.
C. If there is an interruption, do not be noisy. Read over notes and put in punctuation (edit your notes).
D. If this does happen, be prepared to read back the last paragraph.
E. Never argue with dictator!
F. When the letter has been dictated, ask her if she would like you to read the letter for changes.

After dictation, the students transcribe (type) the letters in correct form. Then look over the letters and mark them "mailable" or "unmailable."

Any disputes over evaluation of finished letters can be settled by the dictator.

****

Subject: Practical Arts
Content: V
Goal: E

Have your shorthand students peruse Occupational Outlook Handbook, Dictionary of Occupational Titles and so on for occupations using shorthand. Have them write the information they find using shorthand. Allow them to write their notes on ditto sheets, run these off and distribute them to the class. Have the class transcribe the notes. Have students practice reading aloud from the notes. Have the student who produced the ditto also supply the original in typed form to the teacher for correction purposes. A grade could be given on this assignment.

****

List five general areas of Home Economics.

A. Human Development and the Family
B. Home Management
C. Foods and Nutrition
D. Textiles and Clothing
E. Housing and Interior Design

Help the students list occupations in each area.

Divide the class into five groups. Let each group take one of the areas and find out as much information as they can on each occupation. They should include qualifications and skills necessary, opportunities locally or nationally, salary and so on.

Have each group interview an individual employed in their specific area of Home Economics. Students should present interviews.

****

A bulletin board with two changeable sections is posted. One section is for a job title; the other for job requirements. Each student in the class, in turn, is to think of an occupation that requires the skill and to find out the rest of the job qualifications. Once a week a different student makes new inserts for the changeable sections to replace the ones from previous weeks. This activity forces students to be aware and to discover.

HELP WANTED!

Position Available As:

Requires Skill In:

Subject: Practical Arts
Content: V
Goal: E

Here is an opinionaire which can be used for small group discussion when completed.

OFFICE EMPLOYMENT

1. Office workers should be limited to a 40-hour week. SA A U D SD
2. The best time to exhibit your dependability is when the boss is away from the office. SA A U D SD
3. A good boss should be strict. SA A U D SD
4. It is easier to work for men than to work for women. SA A U D SD
5. Doing what you are told is a sure way to get ahead in an office. SA A U D SD
6. Office workers have more prestige than workers in the production end of the business. SA A U D SD
7. Telling lies for the boss is just another part of the job. SA A U D SD
8. A nine o'clock to five o'clock work schedule is the most satisfactory. SA A U D SD
9. Girls usually want to work in offices in order to find husbands. SA A U D SD
10. "Playing up" to the boss is a good way to get ahead in the office. SA A U D SD
11. Starting salaries should be based on performance ability not on amount of education. SA A U D SD
12. Organized athletic and recreation activities should be provided for office workers. SA A U D SD
13. On most clerical jobs, the employee should be able to "take off" when he desires. SA A U D SD
14. Elderly bosses are too set in their ways. SA A U D SD

Subject: Practical Arts
Content: V
Goal: E

OFFICE EMPLOYMENT Opinionaire (continued):

15. A paid vacation should be part of every office job. SA A U D SD

16. An office job for most girls is only a temporary step on the way to getting married. SA A U D SD

****

These questions can be answered in small groups to help students respond constructively in unpredictable situations.

QUESTIONS FOR DISCUSSION

1. Katie applied for an office job. She found the employment director, due to seasonal demand, so swamped with applicants and applications that it seemed an impossible task to handle them. She overhears the director say, "I could use a good typist right now!" What would you suggest that Katie do?

2. June applied for a job as salesclerk in a store. When being interviewed, she kept repeating in a desperate tone, "I have to have this job!" What is wrong with June's technique?

3. Florence married a man who has two years of college to complete. When she applied for an office job, she was told, "But you will move away when your husband finishes school. We want to hire someone permanently." How may Florence overcome this objection?

4. Harriet lives in a large city. She was interviewed for a stenographer's job. Afterward, she said, "He asked me where I lived, how long I had lived there, how many times I had moved in my whole lifetime. I don't see how that can be important!" Why might a future employer want to know where Harriet had lived all her life?

5. The following advertisement appeared in the local paper.

   > "MAIL CLERK. Young man to pick up and deliver mail. General clerical duties including filing. Give education. P.O. Box 44."

   Charles wants to apply and wonders how to begin his letter. What would you tell him?

6. Betty was to be interviewed at a company which manufactured plastic products. She was informed by the placement office that this company had been featured in an article in a local Sunday paper. "Why should I go to the library and read that?" Betty asked, "I'll only do typing and filing. I don't have to know anything about plastic products." Do you agree with Betty?

Subject: Practical Arts
Content: V
Goal: E

7. When Jim was called in for an interview, the personnel director said, "You'll find this is the most informal company in the world." Jim, wanting to be accepted, sat back in his chair and slouched, with his feet in a sprawling position. What is your opinion of Jim's actions?

8. Susan was asked, "What salary do you expect?" She said, "Whatever you want to pay me." Was this a good answer?

9. When Kathy's interview was over, she said to a friend, "Everything was so strange to me. I know I appeared nervous." What might Kathy have done to avoid this feeling?

10. When Lorraine came home from her interview, she had a strong desire for a job with that particular firm. She wanted to thank the interviewer for the interest and courtesty he had shown her. Too, she believed that the firm was interested in her qualifications. However, she was also aware that many others had been interviewed for the position. Lorraine wished to remind the interviewers of her continuing interest and qualifications and to say again that she was sincerely interested in the job. Yet she realized that she probably should not "pester" the firm by telephoning. Do you have a suggestion for Lorraine?

11. Marie came home from her first day on the job. In a discouraged voice, she said, "I was told so much today and met so many people, "I'll never remember everything!" What advice would you give Marie?

12. Nancy is on her first office job. All employees are given a 15-minute break each morning and afternoon. Nancy discovers that some girls remain out of the office 20 or 25 minutes. What would you suggest to Nancy?

13. Sharon plans to apply at a public employment agency. She is considering a private agency, also. Which would you recommend?

14. Judy and Bart found jobs in a local factory at the end of their junior year in high school. In September, they are trying to decide whether to keep the jobs or return to school. What would you advise them to do?

15. Spring is approaching. Ray, Martha, and some of their friends are considering summer employment. "There is always the money," Ray says, "but I wonder if there are other advantages I haven't thought of." The others wondered, too. What would you tell Ray, Martha and their friends?

****

Subject: Practical Arts
Content: V
Goal: E

Use this self assessment as a spring-board for a discussion of attitudes employers like.

WHICH SHOE DO YOU WEAR?

1. LOAFER

   a. Wastes time.
   b. Doesn't apply himself or herself.
   c. Looks for excuses.

2. HIGH HEEL

   a. Too good for the job.
   b. Just applies himself or herself on special occasions.

3. OVERSHOES

   a. Sweeps the dirt under the rug.
   b. Covers up bad job with a coat of paint.

4. HOUSE SHOES

   a. Takes things easy.
   b. Puts off work.

5. SANDAL

   a. Hits high spots.
   b. Never really completes job.
   c. Leaves things off.

6. SUNDAY SHOE

   a. Puts on show for boss.
   b. Very diligent when he or she thinks he or she is being watched.

7. WORKSHOE

   a. Not pretty but always in style.
   b. Does job to best of ability.
   c. Follows orders.
   d. Doesn't complain.

****

Subject: Practical Arts

Content: Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

VALUES

Through this activity, the students will be taking a look at what they value. Values are of major importance since they form the basis for an individual's decision making. And this latter process will be one of their keys to the world of work.

1. Have the students make a list of the activities in which they have engaged after school during the past five days.

2. From their lists ask the students to choose the five most significant activities and list them apart from the others. In other words, they should extract those five activities in which they decided or were otherwise prompted to take part.

3. Distribute copies of "A Values Gauge" to everyone and ask the students to write the name of their five significant activities in the spaces provided under the numbers across the top of the page.

   Explain to the class that the statements listed down the lefthand side of the page make up a gauge by which one can judge whether or not he or she truly values something. The students are to utilize this gauge now and measure each of their five activities.

   > For example--let's say that under number 1, I have written in "jogged a mile." With this activity in mind I read through the first listed statement in the left-hand column and decide whether or not it holds true. In this case it does--*yes*, I chose quite freely to jog a mile last Wednesday. Since the statement is true for my first activity, I enter a check mark in the corresponding box under the number 1. I then proceed in this fashion through the list of seven statements entering checks in the appropriate boxes only if I can declare an unconditional *yes* along with the statement.
   >
   > I will repeat this process for each of my five activities.

   Urge the students to work quietly on their own and to be honest with themselves about whether or not they can positively make each of the seven statements for their activities. No one will see the results of their responses unless they wish to share them. This page will be added to their personal portfolios and provide another valuable piece to their profile descriptions.

It might be helpful to explain that this gauge has been adapted from work done by a group of educators (L. Raths, M. Harmin, & S. Simon, 1966) who have contributed a great deal to helping people determine their values. By considering the seven listed statements with regard to an activity or an issue a person is actually going through a valuing process. The person is determining whether or not he or she freely *chooses*, publicly *prizes*, and repeatedly *acts* upon a particular action or activity. If all statements are indeed affirmative then the individual may be said to value that specific belief or act. The process works well and class members will enjoy using it in examining some of their other actions and beliefs.

4. After examining each activity the students should list at the bottom of their pages ("The activity(ies) which I genuinely value: . . .") only those activities under which all seven boxes have been checked. The results may surprise them. Often we take a lot for granted in our lives and using a helpful gauge like the valuing process helps us see more clearly that what we may have taken for granted as a personal value doesn't actually measure up as one.

Subject: Practical Arts
Content: VI
Goal: A

A VALUES GAUGE

	1	2	3	4	5
	___	___	___	___	___
I choose freely to do this, no one forced me into it.	___ ___	___ ___	___ ___	___ ___	___ ___
I considered other possible options before I chose to do this.	___ ___	___ ___	___ ___	___ ___	___ ___
I thought over the pros and cons of my other options and knew the consequences of choosing this one.	___ ___	___ ___	___ ___	___ ___	___ ___
I really do this activity.	___ ___	___ ___	___ ___	___ ___	___ ___
I would be willing to "tell the world" how I feel about doing this.	___ ___	___ ___	___ ___	___ ___	___ ___
I do take an active part in doing this.	___ ___	___ ___	___ ___	___ ___	___ ___
I do this often and on a regular basis--it's part of my life style.	___ ___	___ ___	___ ___	___ ___	___ ___

The activity(ies) which I genuinely value:

Subject: Practical Arts

Content: Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

Activities:

Divide the class into small groups. Have them think about how our attitudes affect what we do. Ask if it is true that we teach people how to treat us.

Give to each group one of the following statements:
--Nobody likes me.
--Everyone else always gets the breaks.
--I never have any luck.
--Why did this have to happen to me?
--Teachers hate me.
--I have nothing to wear to the party.

Have each group write a biographical sketch of a person who has the attitude. Have the groups read them aloud to the rest of the class.

****

Give the students this handout for personal goal setting and self assessment.

I AM TRYING TO DISCOVER WHO I AM SO THAT I MIGHT KNOW WHAT I MUST DO TO ACHIEVE WHAT I CAN BECOME...

MY BASIC GOOD QUALITIES AND GIFTS:
____Loves
____Attitudes
____Beliefs
____Insights
____Ideas
____Procedures
____Skills

MY BASIC LIMITATIONS:
____
____Lacks
____
____Hates
____
____Egos

WHAT CAN I DO TO OVERCOME THESE LIMITATIONS?

______________________________Set goals
______________________________Listen
______________________________Think
______________________________Establish patterns
______________________________Predict
______________________________Be prepared
______________________________Affirm values
______________________________Act

WHAT HAVE I DONE LATELY THAT TURNED SOMEBODY OFF?

____

WHAT HAVE I DONE LATELY TO TURN PEOPLE ON?

____

TO IDENTIFY A PROBLEM
IS TO BEGIN TO SOLVE IT.

WHAT MY CLOSEST FRIEND TRULY THINKS I AM:

____
____
____

> THE MIRROR OF ANOTHER OFTEN REVEALS AN UNUSUAL REFLECTION OF ONE'S OWN SELF OR EVEN OF ONE'S "OTHER" SELF.

> YOU MUST NEVER SUBMIT TO BEING A PRISONER OF TIME. LEARN TO USE IT. DON'T LET IT USE YOU.

I USUALLY SPEND MY SPARE TIME:

______________________________Thinking
______________________________Working on hobbies
______________________________Sleeping
______________________________Reading
______________________________Socializing
______________________________Working
______________________________Achieving

Subject: Practical Arts
Content: VI
Goal: A

I SPEND TOO MUCH TIME WITH:

____Circumstances
____Entertainment
____Challenges
____Schedule
____Daydreaming

TWO LASTING CONTRIBUTIONS I HAVE MADE SO FAR:

____
____

MY GREATEST DREAMS FOR NOW:

____
____
____

WHAT SHOULD BE MY GREATEST CONTRIBUTIONS TO HUMANITY?

____Attitudes
____Things
____Monuments
____Ideas
____Spirit
____Heritage
____My life's work
____My atmosphere
____

WHAT CAN BE MY CONTRIBUTIONS?

____
____
____

HOW HAVE I REACTED THUS FAR WHEN MY GOALS OR DREAMS DON'T WORK OUT?

____
____

WHAT ABOUT MY FAMILY?

Would I want my children to love me in the way that I love my parents? __________________________________

Do I have the right to expect my children to love me as I wish to be loved? ________________________________

Do I have the qualities to become the kind of parent that I would like my parents to be? ______________________
What are these qualities? ____________________________
____

What are my parents' greatest attributes? __________________
____

Subject: Practical Arts
Content: VI
Goal: A

What are their greatest weaknesses? ____________________
____

Is their weakness my fault? ____________________
____

Do I take advantage of them? ____________________
____

What do my parents expect of me? ____________________
____

Do I live up to their expectations? ____________________
____

What responsibilities do I have to my own family? ________
____

Am I as considerate of my brothers and sister as I am of my friends? ________ Why? ____________________
____

How does one continue to express the values taught by parents and family without being phony? ____________
____
Should I? ____________________________________

Do I disagree with my parents and how do I communicate honestly with them? ____________________
____

What really is love? ____________________

How do I define it? ____________________

Do I know truly how to give love? ____________________
____

Do I know how to receive it? ______________ Why? ______
____

****

293

Subject: Practical Arts
Content: VI
Goal: A

The following is an additional list of 18 values. Rank each item according to the importance of the characteristic for you. Write "1" by the one you consider first in importance and so on.

_______ AMBITIOUS (hard-working, aspiring)

_______ BROADMINDED (open-minded)

_______ CAPABLE (competent, effectiye)

_______ CHEERFUL (lighthearted, joyful)

_______ CLEAN (neat, tidy)

_______ COURAGEOUS (standing up for your beliefs)

_______ FORGIVING (willing to pardon others)

_______ HELPFUL (working for the welfare of others)

_______ HONEST (sincere, truthful)

_______ IMAGINATIVE (daring, creative)

_______ INDEPENDENT (self-reliant, self-sufficient)

_______ INTELLECTUAL (intelligent, reflective)

_______ LOGICAL (consistent, rational)

_______ LOVING (affectionate, tender)

_______ OBEDIENT (dutiful, respectful)

_______ POLITE (courteous, well-mannered)

_______ SELF-CONTROLLED (restrained, self-disciplined)

_______ RESPONSIBLE (dependable, reliable)

When they have finished have them sit in small groups to read and explain their first four choices.

DECISIONS! DECISIONS! DECISIONS!

Valuing and Decision-Making

Goal B: Students will develop and incorporate an understanding of the decision-making process.

Competency: Students will analyze how the decision-making process can be used effectively by themselves and others.

Performance Indicator(s): Students are able to describe the decision-making process that others appear to use, describe feelings and outcomes that indicate whether or not the decision-making process is effective for them and indicate how it could be made more effective.

Activity Objective

Students will review the decision-making process as used by themselves and others and evaluate its effectiveness, describe feelings and outcomes of the decision-making process, and analyze their own decision-making process.

Activity

Total Time: two or three class periods

Suggested Subject Matter Area: practical arts, personal development, family living

Materials/Resources: Handouts: You Be the Judge, Decisions-Outcomes-Feelings, and My Decision

Educator's Preparation: Duplicate handouts. Be familiar with and be able to give examples of decision-making process.

Directions:

Discuss with students the methods they use in making decisions. Have their methods changed with time? If so, how? Review the decision-making process. Give students the handout, "You Be the Judge." Go over responses when finished and discuss how values, personal needs, etc., play a part in the decision-making process.

Ask students to think about past decisions, results, and outcomes. Give them the handout. "Decisions-Outcomes-Feelings." Share responses.

Have students take one decision from previous worksheets to use for final handout, "My Decision."

EVALUATION: Students should be able to:

- review the decision-making process as used by others and evaluate its effectiveness
- describe four feelings and outcomes that indicate whether or not the decision-making process is effective
- analyze their own decision-making process as to effectiveness and how it could be improved

(See Evaluation Form for "Decisions! Decisions! Decisions!")

YOU BE THE JUDGE

Read the following situations. Underline the decision that was made, then indicate with a plus (+) a decision that appears to be effective and put a minus (-) if the decision appears to be ineffective.

Explain why each decision is effective or ineffective.

1. Jim met a guy that he had never seen before. This young man asked Jim to loan him $1.00, and promised that he would pay Jim back $2.00 the next day. Jim loaned him a dollar.

2. Shelly's mother gave her $27.00 to buy a new pair of shoes. Shelly found a pair on sale for $20.00 that were just a little tight. If she bought them, she'd have enough money left over to buy the new album she's been wanting. Shelly decided not to buy the sale shoes.

3. Marvin's typing teacher praises his accuracy and speed and then says he is recommending Marvin to another teacher who is looking for a typist and is willing to pay $3.50 an hour. Marvin could use the money but is having trouble keeping up in his other class work. Marvin takes the job.

301

4. Lisa is one of the leading math students in her school and has been asked by several classmates to tutor them the night before a test. Her father comes home from work with two tickets to that night's baseball game. Since they have few opportunities to get together, he wants Lisa to go with him. Lisa declines the invitation.

5. Bob's job at the supermarket is to accept deliveries, check them against the store's order, and stock the goods on the shelves. One of the delivery people offers Bob $1,000 to let him withhold one or two boxes from each shipment. Bob takes the money.

6. Gary, a single parent, gets up in the morning to go to work and discovers that his five-year-old son is sick and needs a doctor. Gary calls the doctor and then waits two hours so he can call the office as soon as it opens to tell them what happened and to promise to let them know how soon he can get to work.

Resource Page for
Decisions! Decisions! Decisions!

DECISIONS-OUTCOMES-FEELINGS

Discuss four decisions you or someone you know has made in the past. Tell the outcome and how the decision-maker felt.

DECISION	OUTCOME	FEELING

MY DECISION

Everyone makes decisions, some important, others routine. Think back over the last couple of years and select a decision that was important to you.

1. Describe the decision.

2. What were the alternatives?

3. Describe briefly how you made the decision:

Explain how the following factors influenced your decision.

1. Information:

2. Past experience in making similar decisions:

3. Personal needs and desires:

4. Effect on long-range goals:

5. **Risk of success or failure:**

6. **Influence of what your friends might think:**

7. **Objectivity in considering the alternatives:**

8. **Opinions and ideas of adults:**

Taken from--
Shertzer, Bruce. Career Exploration and Planning, Student's Workbook.
Houghton Mifflin Company, Boston, 1973.

Teacher ______________________ Date(s) ______________________

ACTIVITY EVALUATION FORM

DECISIONS! DECISIONS! DECISIONS!

Valuing and Decision Making Goal B Grade 12

Students are able to:

1. review the decision-making process as used by others and selves and evaluate its effectiveness
2. describe four feelings and outcomes that indicate whether or not the decision-making process is effective
3. analyze their own decision-making process as to effectiveness and how it could be improved

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. others	2. feelings/ outcomes	3. effectiveness
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Practical Arts

Content: Valuing and Decision-Making

Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

Activity:

Have the students work in pairs to make decisions about occupations which best fit the individual. They can use exercises like these:

1. Andrew has lived on a ranch all his life. He enjoys ranching and also working with people. He is above average in school work and plans at least four years of college study. He is unable to farm due to a back injury from a tractor accident. He desires a good income in a rural area.

    a) agricultural supplies manager
    b) agricultural machinery sales
    c) wildlife conservation officer
    d) teacher of vocational agriculture

2. Randy lives in a large rural town. He enjoys traveling, hunting and fishing. He has done above average work in school and plans to go to college for four years. He enjoys outdoor work and hopes to earn an average salary. He is quite well developed physically and excelled in football.

    a) forester
    b) livestock buyer
    c) logger
    d) soil conservation aid

3. Glen lives on a small ranch. He enjoys working with his hands. He has done quite well in high school and plans to attend a technical school for two years. He prefers indoor work during the daytime. Glen hopes to work regular hours and earn an average or above salary.

    a) feed mill equipment operator
    b) agricultural supplies product sales
    c) agriculture equipment service
    d) greenhouse manager

307

Subject: Practical Arts
Content: VI
Goal: C

4. Mary lives in a city. She does average school work and especially enjoys working with her hands. She may attend a technical school and hopes to earn an average wage at a job with regular hours. She prefers working indoors.

   a) agricultural supplies product salesperson
   b) meat processor
   c) agricultural writer
   d) part-time worker

Subject: Practical Arts

Content: Achievement Motivation

Goal A: Student will develop and incorporate skill in planning and setting goals.

JOB ENTRY TOOLS

Tell the class that they are going to look at and try out the major steps leading to job entry. At least once, and probably several times during the course of their future lives they will have need of the skills involved in successful completion of these job entry procedures.

1. Review the importance of maintaining a personal portfolio. Ask the students to check the contents of their collection of personal data and then talk together about what they have thus far put in their portfolios.

   - If one of your friends were to find your portfolio (and it lacked any direct reference to your identity, such as your name) would he or she know you were the owner of it?
   - What if a stranger found it, would it act as an adequate introduction to you?
   - How do you feel about this collection of personal data, is it complete in your estimation? What would you like to add?

2. Explain to the class that maintaining a personal portfolio such as they have begun to assemble can be very helpful as they take steps to enter a job or post secondary training and/or study. They will be called upon to provide information about themselves in an up-to-date resume, job or school applications, interviews, and letters of application. Keeping such information current and together close at hand will not only help them maintain self-awareness but also save them time in the future when searching for school records, transcripts, and license forms (such as teaching certificates). It is, as a matter of fact, these latter records that may be lacking in their portfolio now, unless they have already added such data on their own. Tell the students that you are going to spend some time now concentrating on these kinds of portfolio additions.

3. Distribute copies of "High School Record," to each class member. Introduce this school record form and allow students some time to fill in the information. Remind the class that in the future, as they train and otherwise prepare for specific occupations, they will be adding to their portfolios training records and/or college transcripts.

> They may need to do some work on this outside of class. They should check their completed course titles and number of credits with their advisor or counselor (whoever has their school record).

Completed sheets are to be added to the portfolios.

4. Personal data is another necessary component in a complete file of self-information. Distribute copies of the activity pages and again provide time for completion of the sheets before they are submitted into the portfolios.

   Answer any questions the students might have about the "Personal Data" form. If they need to gather additional information outside of the class (such as health insurance coverage) urge them to remember to do so. Seeking out these answers now will save them time later on when they may need quick access to such information.

5. Introduce the class to the personal document known as the "resume."

> Richard Bolles (1972, p. 130) suggests the following as a valuable aid in this area:
> "Source List of Resume Writing Guides,"
> Education and Training Associates
> P. O. Box 304, Dunellen, New Jersey 08812

   A resume, similar to a personal data sheet but more compact, should ideally be limited to a single page which will offer a prospective employer an informative introduction to the applicant. An individual's resume should be typed on good quality paper (no mistakes or careless erasures) and the format should be tidy and easy to read. A copy of all resumes should always be retained, however, copies should never be submitted when applying for a job. A resume should be written with a specific job in mind and, therefore, slanted accordingly. (Employers know and expect this--carbon copy or duplicated resumes just don't make a good impression!)

   Ask everyone in the class to write their resumes. They should keep the following points in mind:

   - the purpose of the resume is to make a memorably impression (it may well initiate an interview and serve as a reminder afterwards)
   - keep the recipient of the resume in mind (be sure and briefly state how or why you will be an asset to the organization)
   - identify key personal data facts (name, address, phone, marital status), educational and employment background, special qualifications, and references (be sure to notify and get permission from whomever you list as a reference).

Check over finished resumes with students. These should go into the portfolio.

6. Ask the students to choose a local firm or organization in which they would be interested in working.

> The idea of this activity step and the following one is not to make a final job choice but rather to learn about job application letters and forms. Therefore, in order to expedite getting hold of a sample application form with which to work in step (7), a local work setting should be chosen. Though a student may be planning to move away from the city, or perhaps be intending to continue on in school, for purposes of this activity the sample application form will be easier for the student to work with if it relates to a field of interest to him or her.

With this work setting in mind they are to compose a letter of application to the prospective employer. The letter format should be proper (your business education or typing teacher can provide a sample form if necessary); and the body of the letter should be brief and to the point (state reason for writing, mention outstanding qualifications, note enclosure of resume, state request for an application form or interview). Letters (just like resumes) are to be typed neatly on good quality paper and a copy should always be saved.

After the letters are written check over them with the students. These completed samples are to be kept in the portfolios and will be handy examples for future reference. If any of the students are currently seeking employment and want to mail their letters urge them to do so. If they are willing ask them to report later on the results.

7. Talk about the importance of filling out a job application form. This particular job entry step can be a crucial one since in a number of cases companies refer to completed application forms when comparing large numbers of applicants. Hiring choices are sometimes based primarily, if not solely, on the basis of these forms.

Ask the students to call or write to the local firm or organization they chose in the preceding activity step (6) and request a job application form. When they receive the form they are to read it over in its entirety, and then neatly and accurately fill it out (print or type) following the directions carefully.

Check over the completed forms and then ask the students to file them in their portfolios. Again, ask any students who choose to send in their applications to share the resulting experience with the rest of you in the class.

8. Spend some time dealing with another important step in securing a job--the interview. Open the time to a class discussion and ask the students what they think are important things to keep in mind when interviewing for a position. The following points should be covered during the discussion:

   - Appearance says a lot about the interviewee--he or she should be neat, clean, and simply attired.
   - Be courteous. Remembering and correctly pronouncing the interviewer's name, arriving on time, shaking hands, speaking clearly, and refraining from smoking unless invited to do so are all common courtesies which of course become magnified in the job interview.
   - Be alert and perceptive. Listen to the questions, think through the answers and state them briefly but adequately.
   - This isn't a one-sided affair with the interviewee standing trial. Don't be afraid to ask questions of your own. Don't dominate the interview in this respect but a few questions on the part of the interviewee indicate interest.

9. Give the students a chance to get some insight and a feel for the job interview experience by role playing the situation. One pupil should take the part of the interviewer and another pupil should assume the role of interviewee. The remainder of the class will observe and then comment.

10. Repeat step (1) of this activity. Ask the students to check the contents of their personal portfolios now and talk about how representative these are as self-profiles.

    - What new things does it tell you about yourself?
    - How would it strike a future employer? One of your relatives? Your best friend? A stranger?

Subject: Practical Arts
Content: VII
Goal: A

HIGH SCHOOL RECORD

School Name: Address:

Prinipal's Name:

Graduation:

Grade 9 Total Credits Earned: ______

Course Title	Credit	Grade	Required/Elective	

Grade 10 Total Credits Earned: ______

Course Title	Credit	Grade	Required/Elective	

Grade 11 Total Credits Earned: ______

Course Title	Credit	Grade	Required/Elective	

Grade 12 Total Credits Earned: ______

Course Title	Credit	Grade	Required/Elective	

Subject: Practical Arts
Content: VII
Goal: A

PERSONAL DATA

Date: ______________

Name: ____
(last) (first) (middle)

Social Security Number: ____________________

Birth Date: ______________________
(day, month, year)

Place of Birth: ____
(city, state, zip code)

Father's Name: ____
(last) (first) (middle)

Father's Date of Birth: _____________ Birthplace: __________________

Father's Occupation: ____

Mother's Name: ____
(last) (first) (middle)

Mother's Date of Birth: _____________ Birthplace: __________________

Mother's Occupation: ____

Brothers and Sisters:

Name:	Birth Date:	Occupation:

Education:

School Name:	Location:	Grades Attended:	Dates:

Subject: Practical Arts
Content: VII
Goal: A

Health:

Blood Type: ____________ **Eye Prescription:** ____________

Allergies: ______________________________

____

Type of Immunizations: **Date Received:**

____________________ ____________

____________________ ____________

____________________ ____________

Type of Major Illnesses: ______________________________

____

____

Insurance Coverage: ______________________________

____

Employment Record:

(1) ____________________ ____________________
(employer) (address)

____________________ ____________________
(name of immediate supervisor) (his or her position)

____________________ ________ ____________________
(your position) (wage) (dates employed)

____
(description of your duties)

____

____

____

Subject: Practical Arts
Content: VII
Goal: A

(2) ______________________ ______________________
(employer) (address)

______________________ ______________________
(name of immediate supervisor) (his or her position)

______________________ ________ ______________________
(your position) (wage) (dates employed)

____
(description of your duties)

____

____

____

(3) ______________________ ______________________
(employer) (address)

______________________ ______________________
(name of immediate supervisor) (his or her position)

______________________ ________ ______________________
(your position) (wage) (dates employed)

____
(description of your duties)

____

____

____

Other work experiences and skills:

____

____

____

____

____

Subject: Practical Arts
Content: VII
Goal: A

References: (People other than relatives who know you well)

(1) ____________________ (name) ____________________ (address)

____________________ (business address) ____________________ (business phone)

____________________ (profession or position) ____________________ (relationship with you)

(2) ____________________ (name) ____________________ (address)

____________________ (business address) ____________________ (business phone)

____________________ (profession or position) ____________________ (relationship with you)

(3) ____________________ (name) ____________________ (address)

____________________ (business address) ____________________ (business phone)

____________________ (profession or position) ____________________ (relationship with you)

Extra-Curricular Activities:

Hobbies and/or favorite pasttimes:

____

____

____

____

____

Subject: Practical Arts

Content: Achievement Motivation

Goal A : Students will develop and incorporate skill in planning and setting goals.

Activities:

From the newspapers cut out want ads, each pertaining to a different kind of job opportunity. Mount these on different sheets of paper. Underline the requirements that are stated in each advertisement. From these ads supply the information requested below.

Analysis of Want Ads

A. Brief description of job opportunity.
B. Amount of experience required.
C. Other qualifications: education, skills or special abilities, age, personality factors and physical requirements.
D. If you do not know very much about this job title look it up in the DOT or Occupational Outlook Handbook. Write out what you have learned about it on paper.
E. Write out what questions you would like answered about this job - what you need to know in order to decide whether to take the job or even look into it.
F. Pretend you are going to call this company or write a letter in response to the ads. Write out your telephone conversation or prepare a letter of application.
G. Is this a personnel agency or a company? How can you tell? Hand these in to your teacher.

****

Have interested students plan weddings for themselves. They should include:

--guest list size
--rehearsal
--flowers
--reception
--food
--rings
--decorations
--clothing

Have them include sketches, diagrams, pictures and prices.

****

Subject: Practical Arts

Content: Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Tell the class that once they have examined their skills and abilities and made their job choices they will need to compare the two. It is necessary to determine whether or not they can realistically expect to assume the desired work role. This can only be determined by finding out about the training (academic, vocational, apprentice) required.

1. Focus for a while on the great variety of occupations that exist today. Pose the following question to the students - What would the world be like if we all ended up being what we as children had wanted to be when we grew up? It could well be a world of firemen, nurses, ballerinas, and cowboys.

   Stretch the idea further and ask each student to name one work role he or she would like to assume during the next ten years. As the jobs are called out write them on the board.

2. When everyone has contributed his or her occupation tell the class that they are to imagine that they make up the total population of workers in an imaginary city. With that in mind discuss what life in that city would be like.
   - Is anyone involved in maintaining public welfare (safety, sanitation, etc.)?
   - What kinds of products are available to citizens (food, clothing, automobile fuel and parts, etc.)?
   - In what respects are people able to obtain services (appliance repairs, medical care, funerals)?
   - Are there any recreational facilities (parks, theatres, bowling alleys)?
   - How is home maintenance carried out (cleaning, child care, laundry)?

3. Now ask the class to suppose that a wedding is to take place in this imaginary city. Discuss the implications of planning and carrying out such an affair with only the workers listed on the board available to help.
   - Who will perform the ceremony?
   - Are the bride and groom able to obtain preferred attire?
   - Will there be a wedding cake?
   - How about pictures?
   - Where will the reception be held?

4. Talk with the class about the fact that every worker in the multifaceted world of work contributes to the whole. Though some occupations seemingly have little or no dignity they all exist for a purpose. In thinking over their own future job possibilities, though

it is necessary to narrow the field and study jobs grouped in a particular cluster, the students should try never to lose sight of the whole.

5. Explain to the class that you want them each to again think about several occupations in which they are especially interested. Suggest that they refer back to their personal portfolios and review any relevant materials such as the U.S.O.E. job cluster descriptions or notes concerning their specific skills.

   Ask everyone to list five jobs they feel are real possibilities as future work roles for themselves - those five occupations in which they are most interested.

6. The students are to now research their job selections and find out what training is required for the position they desire, where the training is available, and how long the training period lasts.

Invite your school counselor to make a presentation of the materials available in your school which offer occupational and educational information.

Suggest that the class members seek out their answers from every possible source:

- Use materials on hand in the classroom, in the school library, or in the guidance center.
- Ask faculty/staff members in the school who may be involved in one of the jobs or in a related area.
- Inquire among relatives and friends outside of school.
- Call firms in town (or visit them in person) or individuals who are involved in the work.
- Check for resources at the local library.
- Visit an employment office.
- Obtain pamphlets or descriptive brochures from the U.S. Department of Labor.
- Visit the Career Planning Center of any local colleges or universities.
- Check for military information from local recruiting offices.

This may seem like an overwhelming chore to the students. It is essential, however, that they learn how and where to seek out this type of information. Arouse their curiosity and interest by sending several students out of the class immediately to try out a couple of the suggested sources above and then return to the class and report of their finds. Have one student call a local firm, another briefly interview an appropriate person in the school, and someone else check the books or kits in the library or guidance center.

Ask that everyone make notes as they gather facts about the training required for their job choices. These notes will be valuable additions to their personal portfolios. It will also be useful to have the facts written down later when sharing the information with the rest of the class.

7. During a class meeting several days later check with the group and be sure to offer suggestions (or elicit some from the other students) if anyone is having trouble finding information. Allow some time for the pupils to report and share what they have learned.

****

The class, in groups of four or five, will disassemble and reassemble a piece of farm machinery such as a rake, plow or mower.

Subject: Practical Arts

Content: Problem-Solving

Goal B: Students will develop and incorporate the ability to anticipate and cope with change.

Activity:

Have the students collect pictures of period furniture. Use this to discuss change and the need for flexibility in planning:

--occupational preparation
--life styles

SCIENCE

Subject: Science

Content: Self Understanding

Goal B : Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Activity:

Geneticists are available to help people get information they need to decide whether or not to have a child. You can use the heredity issue to have the students make a Punnett square to see what type of offspring will result from two parents with different traits. Have a local doctor speak to students about the chromosome theory. Have the students discuss traits of their own in class.

Self-Understanding
Goal B
P.I. 1, 2
Grade 10

Why I'm Me

Self-Understanding
Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency: Students will analyze how characteristics and abilities develop.

Performance Indicator(s): Students will be able to explain the influence that genetic factors and environmental factors can have on characteristics and abilities and provide examples of genetic and enviromental factors that influenced the development of their own characteristics and abilties.

Activity Objective

Students will list two genetic and three environmental factors that influence his or her life.

Activity

Total Time: one class period
Suggested Subject Matter Area: science
Materials/Resources: paper, pencil
Educator's Preparation: be familiar with entire activity

Directions:

Begin class with a brief discussion of genetics and what characteristics we may inherit to insure that each student has an understanding of the basics.

Discuss the different environments of the country and of Georgia and how where we live influences our lifestyles, career choice, attitudes, etc. (Example: rushed life of those who live in New York City, keeping up with popular fads in California, work ethic of rural areas, etc.)

Have each student make a list of two genetic and three environmental factors that influenced the development of their own characteristics and abilities.

If time permits the students may get in small groups for discussion. Students should not be required to share what they have written if they choose not to.

(over)

Self Understanding
Goal B
P.I. 1, 2
Grade 10

EVALUATION: Students should be able to:

- explain the role heredity can play in determining characteristics and abilities
- explain the role environment can play in influencing characteristcs and abilities
- provide 5 examples of factors that influence their own characteristics and abilties.

(See Evaluation Form for "Why I'm Me.")

326

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Why I'm Me

Self-Understanding Goal B Grade 10

Students are able to:

1. Explain the role heredity can play in determining characteristics and abilities.
2. Explain the role environment can play in influencing characteristics and abilities.
3. Provide 5 examples of factors that influence their own characteristics and abilities.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Heredity	Environment	Examples
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Science

Content: Gathering & Processing Information

Goal A : Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and event.

Activities:

Divide the students into groups. Have each group choose a farm or agricultural commodity which interests them and detail its processing from the farm to the retail store. Have them present the information on posters. For each step they should list five occupations involved in the processing at that point.

Have the groups take turns presenting their information to the whole class.

****

Set up a student display of science-related hobbies. Include such things as:

- terrariums
- aquariums
- plant propagation
- insects
- astronomy
- fossils
- pottery
- pets
- rocks

Divide the students into nine small groups. Assign one of the above categories to each group. Have the group brainstorm a list of occupations related to that category of science-based hobbies.

****

Subject: Science

Content: Gathering & Processing Information

Goal B : Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Activities:

Have the students work in pairs to complete the following worksheet:

ECOLOGY

1. Write the names of jobs which you think are associated with ecology.

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

2. Is there any particular dress, talk or physical appearance associated with the jobs you listed above?

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

3. Can you list a specific task of a worker in each of the above jobs?

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

4. What do you feel would be an advantage of each of these jobs?

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

5. What would be a disadvantage of each of these jobs?

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

Subject: Science
Content: IV
Goal: B

Use the completed worksheets as the outline for a discussion in either small or large groups.

****

Have the students bring in a large collection of colored magazine pictures of:
- birds
- mammals
- fishes
- reptiles
- insects

Prepare a large mural paper thus:

		ZOOLOGY		
Ornithology Ornithologist	Mammalogy Mammalogist	Ichthyology Ichthyologist	Herptology Herptologist	Entomology Entomologist

Have the students paste their pictures under the correct headings.

****

Invite an entomologist or county farm agent to identify insect pests in the local fields. Have this person explain various means of controlling these.

Show students how to collect, kill, mount and display these local crop pests. You will need covered jars, cotton, styrofoam and mounting pins.

****

Have the students do research to find the products which are derived from petroleum. Have them proceed to list the occupations connected with some of these products. Then ask them what these workers might do if jobs are no longer available.

****

Subject: Science
Content: IV
Goal: B

Have the students learn how chemistry affects the lives of their families. Have them list chemicals (or products) used a home in each of the following:

- -- laundry room
- -- bathroom
- -- kitchen
- -- workshop
- -- garage
- -- yard and garden

****

Subject: Science

Content: Rights & Responsibilities

Goal 8: Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Activities:

Use this self-assessment form to help students think about "what it takes" to pursue occupations in science.

DO YOU HAVE WHAT IT TAKES?

1. Do you earn excellent grades in school, especially in science and mathematics courses?
2. Do you like working with abstract ideas?
3. Are you patient, thorough and methodical in your work?
4. Can you spend four to seven years in college preparing for your occupation?
5. Do you want an occupation in physical science?
6. Are you near the top of your class scholastically?
7. Are you keenly interested in science and mathematics?
8. Do you like working with abstract ideas and mathematical concepts?
9. Are you patient, thorough and objective in your work?
10. Are you interested in the scientific aspects of life?
11. Are you careful and accurate with your work?
12. Can you devote a great deal of time to a single project without becoming discouraged?
13. Are you curious about how and why things grow?
14. Are you manually dextrous and well-coordinated?
15. Do you enjoy conducting experiments and handling delicate equipment?

Ask the students to work in small groups to list ways in which they might develop in the direction of the 15 items listed above.

****

Prepare a list of all skills that you will teach during the quarter. Leave two spaces by each skill so students can check whether or not they feel they have mastered the skill. You can initial each skill mastered.

****

Subject: Science
Content: V
Goal: B

You may use any or all of the following instruments:

- --for discussion
- --for feedback
- --to help students feel comfortable expressing themselves about sometimes touchy issues

CLASSROOM LIFE

Here is a list of some things that describe life in the classroom. Circle the letter of the statement that best tells how this class is for you.

1. Life in this class with your regular teacher . . .
   a. Has all good things
   b. Has mostly good things
   c. Has more good things than bad
   d. Has about as many good things as bad
   e. Has more bad things than good

2. How hard are you working these days on learning what is being taught at school?
   a. Very hard
   b. Quite hard
   c. Not very hard
   d. Not hard at all

3. The other students in this class care about how hard I work (in school) . . .
   a. Always
   b. Most of the time
   c. Sometimes
   d. Hardly ever
   e. Never

4. When I'm in class I . . .
   a. Usually feel wide awake and very interested
   b. Feel pretty interested; kind of bored part of the time
   c. Feel not very interested; bored quite a lot of the time
   d. Don't like it; feel bored and not with it

5. How hard are you working on school work compared with others in the class?
   a. Harder than most
   b. A little harder than most
   c. About the same as most
   d. A little less than most
   e. Much worse than most

Subject: Science
Content: V
Goal: B

6. The students in this class help one another with their classwork . . .
   a. Always
   b. Most of the time
   c. Sometimes
   d. Hardly ever

7. The students in this class act friendly toward each other . . .
   a. Always
   b. Most of the time
   c. Sometimes
   d. Hardly ever

8. The students in this class do what the teacher wants them to do---
   a. Most of them do
   b. More than half do
   c. Less than half do
   d. Hardly anybody does

9. If we help each other with our work in this class the teacher . . .
   a. Likes it alot
   b. Likes it some
   c. Likes it a little
   d. Doesn't like it at all

MY REACTION TO TODAY'S CLASS

1. How much do you feel you learned today?
   a. Don't think I learned much
   b. Learned a little bit
   c. Learned quite a bit
   d. Learned alot today

   Please write why you feel this way:

   ____

   ____

   ______________________________.

2. How clear was it why we were doing . . .
   (refer to some specific activity)
   a. Very clear to me
   b. Pretty clear to me
   c. Not so very clear
   d. Not clear at all

Subject: Science
Content: V
Goal: B

3. How often do you feel lost during this class period?
   a. Lost most of the time
   b. Lost quite a few times
   c. Lost a couple of times
   d. Not lost at all

4. How often did you feel you wanted some extra help during this class period today?
   a. Wanted help quite a few times
   b. Wanted help several times
   c. Wanted a little help once or twice
   d. Wanted no help

5. How often did you see someone needing help during our class period today?
   a. Saw someone needing help alot
   b. Saw someone needing help quite a few times
   c. Saw someone needing help a few times
   d. Saw no one needing help

   How could they be helped?

   ____

   ____

   ______________________________.

6. How do you feel about your participation in the discussion last period?
   a. Not satisfied at all
   b. Not very satisfied
   c. Fairly satisfied
   d. Very satisfied

   Why do you feel this way?

   ____

   ____

   ______________________________.

7. How do you feel about what the teacher did in this last class period?
   a. Very satisfied
   b. Pretty well satisfied
   c. Only a little satisfied
   d. Not satisfied

   What makes you feel this way?

   ____

   ____

Subject: Science
Content: V
Goal: B

HOW OTHERS SEE THIS CLASS
(Second Quarter)

	How many feel this way?				
	Almost all	Many	About half	Some	Only a few
1. It is good to take part as much as possible in classroom work.					
2. Asking the teacher for help is a good thing to do.					
3. It is good to help other pupils with their school work except during tests.					
4. School work is more often fun than it is not fun.					
5. Our teacher really understands how students feel.					

REACTIONNAIRE
(End of Each Semester)

1. How would you describe your personal activity?

Quiet, seldom participating _____
Neither quiet nor very active _____
Quite active, participating frequently _____

336

Subject: Science
Content: V
Goal: B

2. What has been your reaction to class thus far? ____.

Is it meeting your needs? ______________________________.

Why or why not? ______________________________.

3. How could the class be improved? ______________________________.

4. What is on your mind that you wish you could say in class? ______________________________.

CLUES TO LIFE IN THE CLASS

(End of First and Third Quarters)

1. What are some clues to a good day in class? What things happen that are signs of a good day? List five.

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________

Subject: Science
Content: V
Goal: B

2. What are some clues to a bad day in class? What things happen that are clues that class is not going the way it should or the way you would like it to? List five.

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________

3. What are some things that should happen a lot more than they do to make it a better class for learning and for your own personal development and pleasure? List five.

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________

****

MY TEACHER

Pretend that you could have your teacher change in some way. For each number, check the box that best tells how you would like your teacher to act in this class. There are no right or wrong answers.

	Much more than he or she does now	A little more than he or she does now	The same as he or she does now	A little less than he or she does now	Much less than he or she does now
1. Help with work					
2. Make sure work is done					
3. Ask us to decide about how we will work					
4. Smile and laugh					
5. Make us behave					
6. Trust us on our own					
7. Make us work hard					
8. Show that he or she understands how we feel					

(End of Second and Fourth Quarters)

Subject: Science
Content: V
Goal: B

Subject: Science

Content: Rights and Responsibilities

Goal C : Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

Activities:

Consult the school principal about devoting a small plot of ground to establishing a school nursery. During the fall or early winter, collect seeds from some of the most desirable species of the region. These might include pines, spruces, firs, oaks, maples, tulip trees, sweet gums and others. Plant the seeds in rows. Label with tongue depressors. When the seeds sprout the following spring, space the young trees two or three feet apart. After two or three seasons of growth, the trees should be ready for transplanting. After discussing the matter with officials of your community, some might be planted on the school grounds, others along city streets or roads. Still others can be given to members of the class for planting in yards. This project can be continued year after year by members of the biology classes.

****

Prepare a bulletin board thus:

	POLLUTION	
Water	Air	Food
	SOLUTIONS	

Have the students bring news articles describing pollution under the various headings on the top half of the bulletin board.

On the bottom half they will post articles they find which describe attempts at solutions to the three categories of pollution problems above. They can also work in groups to list several solutions or describe them in detail.

****

Subject: Science

Content: Rights and Responsibilities

Goal D : Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Activity:

Have the students bring the totals of their water bills for one month. Help them figure the average amount spent for water by the families of class members.

Tell them water is all around us. It should be free. Ask why we get water bills. Invite a speaker from the city government to explain expeditures for water purification, distribution and plant maintenance.

You might also obtain financial costs of operation for the city sewage and garbage departments.

****

Subject: Science

Content: Rights and Responsibilities

Goal E: Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Activities:

Use the Fisher-Stavski Lab-Aids Kit No. 1 on Blood Type. A laboratory test can be done in class to find your blood type.

Invite a laboratory technician to explain and demonstrate some of the other commonly used procedures. Have him or her describe:

a. salary range.
b. work schedule.
c. what personal characteristics meet job requirements.
d. where to get more information about a job as a laboratory technician.

****

Have the students select a worker in the community whose job is science related. Have the students interview their workers and make posters to present the information to the rest of the class members. Here are some questions which may help them "get into" meaningful interviews.

1. Name of the occupation
2. Job title
3. How long have you worked there?
4. Exactly what do you do?
5. What was the first thing you did this morning? next thing? throughout the day?
6. Do you do the same things each day?
7. Of all your duties, which one takes the most time?
8. What do you like best about your job? least?
9. What tools or equipment do you use? Do you wear a uniform?
10. What training or education was needed?
11. Are there special requirements as to age, height, build, personality, licensing and so on?
12. Are the working conditions pleasant and healthful?
13. What are the working hours?
14. Is the work dangerous and to what extent?
15. Is the work steady?
16. How do you feel about working alone on the job or just with things and not people? Would you rather be working with a lot of people?

Subject: Science
Content: V
Goal: E

17. What social relation to the community does the work have?
18. Does the job require a high school education?
19. What particular aptitudes or skills should one have for this job?
20. What are the opportunities for advancement?
21. What are some related jobs?
22. What interests, hobbies, and abilities of a student might relate to this job?
23. Is the field in this area overcrowded?
24. Will there be time left for recreation or is there a lot of overtime work and travel?
25. Is the occupation likely to change because of technology?
26. Can a change be made to some related occupation if necessary? Which one?
27. How can one get a job in this field?
28. What satisfactions or rewards are derived other than those of a financial nature?
29. Does this occupation require living in a certain locality?
30. Do you recommend it as an occupation high school students should consider?
31. How do my school courses now relate to your work?

****

Valuing and
Decision-Making
Goal A
P. I. 1, 2, 3
Grade 8

New Planet

Valuing and Decision-Making
Goal A: **Students will develop and incorporate an understanding of how values affect their lives.**
Competency: Students will analyze the effects of people having different beliefs and values.
Performance Indicator(s): Students are able to discuss the benefits of people having different beliefs and values, discuss the problems that can be associated with people having different beliefs and values, and explain how the diversity of others' beliefs and values affect them personally.

Activity Objective

Students will discuss the benefits, problems, and effects of people having different beliefs and values.

Activity

Total Time: 1 - 2 class periods
Suggested Subject Matter Area: Science/Social Studies
Materials/Resources: handouts of questions for discussion--"A New Planet"
Educator's Preparation: duplicate 1 copy/student of "Questions for Discussion--A New Planet"

Directions:

Explain to students that today they are to plan a new society on a new planet. They will be given a set of extreme alternatives from which to choose the basis of their new society. Divide the class into groups of four or five. Have each group designate two scribes. One scribe will be responsible for making notes on the group's decision. The other scribe will be responsible for making notes on the group's interaction, noting the feelings, atmosphere, ability to communicate, and choice of associates.

Give them the following directions: "You are in charge of the New Planet, looked upon as a possible answer to Earth's over-population problems. Before New Planet, similar in environment to Earth, can be inhabited many decisions must be made regarding its society and culture. Your task is to make the decisions, in full agreement with your group. All members must agree on answers to the questions on the handout, "Questions for Discussion--A New Plant" which should be passed out to every student.

Allow at least 30 minutes for small group discussion. Then come back to form a large group to hear reports from each group on their decisions.

Open questions #6, #11, and #12 for further discussion from the class by asking, "What would be some benefits of people having different beliefs and values." (Possible answers might include greater diversification, more choices available, more interesting, etc.) Then ask "What would be some problems associated with people having different beliefs and values." (Possible answers could include more difficulty in communication, more difficult choices, more conflicts, etc.)

Now call on the "Interaction" scribes to relate how different beliefs and values within the group itself affected the feelings, atmosphere, ability to communicate, and choice of associates within the group. After the reports have been given, open the discussion to the entire group.

EVALUATION: Students should be able to:

- discuss 2 benefits of people having different beliefs and values
- discuss 2 problems that can be associated with people having different beliefs and values
- include in their explanation how the diversity of others' beliefs and values has affected their feelings, ability to communicate, and choice of associates.

(See Evaluation Form for "New Planet.")

Valuing and Decision-Making
Goal A
P.I. 1, 2, 3
Grade 8

Resource Page for A New Planet

QUESTIONS FOR DISCUSSION

1. Will there be population control or no population control?

2. Will there be naturally grown food or will it be created by chemical and artificial means?

3. Will the government be run by a single authority, such as a king or dictator, or will it be a democracy run by and for the people?

4. Will there be industrialism or no industrialism?

5. Will there be advanced methods of transportation or will the different communities be isolated?

6. Will there be a uniform culture or many subcultures?

7. Will formal education be compulsory or will each child and family have free choice about going to school?

8. Will there be equal supplies and materials for all or will some get more while others get less?

9. Will there be guns for everyone or no one?

10. Will there be government files on every individual or no files on anyone at all?

11. Will there be only one religion or many varying religions?

12. Will everyone be required to work for the community or will it be an individual choice?

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

New Planet

Valuing & Decision-Making **Goal** A **Grade** 8

Students are able to:

1. Discuss two benefits of people having different beliefs and values.
2. Discuss two problems that can be associated with people having different beliefs and values.
3. Include in their explanation how the diversity of others' beliefs and values has affected their feelings, ability to communicate, and choice of associates.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Benefits	Problems	Effects
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Valuing and
Decision-Making
Goal C
P. I. 1, 2, 3
Grade 10

SPACE RENDEZVOUS

Valuing and Decision-Making
Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.
Competency: Students will analyze the consequences of decisions that others made.
Performance Indicator(s): Students will be able to specify a decision that someone else has made, analyze the consequences of that decision for the decision-maker, and analyze the consequences of that decision for themselves or any others involved with the decision-maker.

Activity Objective

After specifying a decision that someone else has made the students will analyze the consequences of that decision for the decision-maker and for others involved.

Activity

Total Time: one class period
Suggested Subject Matter Area: science, English
Materials/Resources: copy of resource page for each student
Educator's Preparation: duplicate resource page; be familiar with entire activity

Directions:

Hand out copies of the worksheet, "Space Rendezvous--Equipment Overboard!" Read through the directions with your students and allow them 15 minutes to rank order the equipment. Then have the students exchange papers with another student of their choice. Allow them a few minutes to review the decision made by the other person. Next have each student write a short essay considering the following:

- specify (indicate) the decisions the person made
- analyze the consequences for the person and for others involved (give examples)

(It is helpful to write this on the board to guide the students' writing.)

EVALUATION: Students should be able to:

- specify and describe a major decision that someone has made
- include in their analysis examples of the external and internal consequences for the decision-maker
- include in their analysis examples of the external and internal consequences for themselves or others

(See Evaluation Form for "Space Rendezvous.")

SPACE RENDEZVOUS--
EQUIPMENT OVERBOARD!

You are a space crew originally scheduled to rendezvous with another ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip.

Below are listed 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important items, the number 2 by the second most important, and so on through number 15, the least important.

- box of matches
- food concentrate
- 50 feet of nylon rope
- parachute silk
- portable heating unit
- two .45 caliber pistols
- one case dehydrated Pet Milk
- two 100 lb. tanks of oxygen
- stellar map (of the Moon's constellation)
- life raft
- magnetic compass
- 5 gallons of water
- signal flares
- first aid kit containing injection needles
- solar-powered FM receiver-transmitter

350

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Space Rendezvous

Valuing and Decision Making Goal C Grade 10

Students are able to:

1. specify and describe a major decision that someone has made
2. include in their analysis examples of the external and internal consequences for the decision-maker
3. include in their analysis examples of the external and internal consequences for themselves and others

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. decision	2. decision-maker	3. others
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Science

Content: Achievement Motivation

Goal B : Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Activities:

To prepare for the weather report they can choose any day. They must include three states and give five different weather conditions. They cannot take any notes with them to the weather map. (A large green map of the United States comes with science kits on meteorology and can be purchased through several catalogs. This map can be written on with chalk. Or you could simply use a large U.S. wall map.

Teachers report that those students who enjoy getting up in front of the class get quite flamboyant. Students usually applaud for each "performance." It is fun for the science teachers too, since they rarely get to see the theatrical ham in their students.

****

Have a debate on the pros and cons of nuclear energy as a new power source. Invite a speaker from the local Civil Defense Department to present evacuation plans from nuclear power plants in case of nuclear accident.

****

352

Subject: Science

Content: Problem-Solving

Goal A : Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.

Activity:

Invite a Civil Defense worker to explain emergency procedures and routines. Do this in connection with your weather studies.

Have the students complete the following:

a. Establish Civil Defense plans for their own homes. Have them consult with their parents.

b. Practice Civil Defense preparedness procedures at school.

The students can then make presentations explaining the preparations they made at home.

****

Subject: Science

Content: Problem-Solving

Goal B: Students will develop and incorporate the ability to anticipate and cope with change.

Activity:

Have the students research major causes of death since 1968. Then have them collect newspaper and magazine articles describing advances in medicine and technology which save and prolong life. Have them prepare inscriptions for their own tombstones which state their feelings about life and death. Have a nurse give a talk on birth control. Take the students to visit a funeral home. Have them sit in small groups and talk about their impressions of meaningful funerals.

****

LANGUAGE ARTS

Subject: Language Arts/English

Content: Self Understanding

Goal A : Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Activity:

After reading nonfictional and fictional writing of people who isolate themselves either mentally or physically from the outside world, ask students to describe the effects of such isolation on the individual and those around him or her. They can describe feelings of isolation in their own lives; and actions they have taken to get rid of these feelings.

****

Subject: Language Arts/English

Content: Self Understanding

Goal B : Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Activities:

Have students prepare lists of adjectives to describe themselves. Then have them ask someone else to prepare such a list. Then each student can compare his or her two lists.

****

This activity requires several days. Have students prepare "Me, Myself and I" booklets. These can include autobiographical sketches, journal entries, and completed self-assessment instruments. You might have them include essays on some of the following topics:

--Emotions and Feelings
--Myths and Legends
--Work and Play
--I'm Proud Of . . .
--Rules and Freedom
--Sounds, Smells, Sights, Tastes
--Masks of Our Feelings
--Mothers and Fathers
--Faces
--Fun
--My Family
--Alike and Different
--I'm Good At . . .
--Growing Up
--Beauty Around Us
--Books About People
--My Pet and I
--Celebrations
--Me and Others
--My Friends
--My Heritage
--All About Me
--Likes and Dislikes
--Wishes and Dreams
--Problems Around Us
--I Learned . . .

Have them prepare covers and share the booklets in small groups. This is a great opportunity for you to get to know the students, too.

****

Have students use the following outline to prepare autobiographies:

I. Birth
    A. Where
    B. When

II. Parents and Family
    A. Father and mother
        1. Occupation of each
    B. Brothers and sisters
        1. If older, where they live and work
        2. If younger, pre-school or student

Subject: Language Arts/English
Content: I
Goal: B

III. Pre-school Days
   A. Things I remember which were interesting and unusual (include trips, activities, etc.)

IV. School Days
   A. Where
   B. What school subjects I enjoy most
   C. What school subjects I enjoy least
   D. What I think I'm best at

V. My Hobbies and Interests
   A. What I do during my leisure time
   B. In what ways my hobbies help me

VI. My Likes and Dislikes
   A. Food
   B. Companions
   C. Work in home
   D. In kinds of books
   E. Games or activities

VII. What I'd Like To Be When I Grow Up
   A. Mention several things you'd like to do
   B. If entirely undecided, say so

****

Personality is what makes you different from every other person in the world. Your personality is make up of many things: the way you walk, talk, think, and feel. It includes all of your habits. Your personality is the sum total of every quality you have. Put a (✓) by those which describe you.

_____Like to talk a lot
_____Move slowly
_____Feel happy most of the time
_____Gossip a lot
_____Envy no one
_____Get angry often
_____Love life
_____Have a few close friends
_____Never laugh
_____Jealous of lots of people
_____Seldom bored
_____Laugh a lot
_____Wish you were somebody else
_____Like to listen while others talk
_____Feel sad a lot
_____Move quickly
_____Like to be alone
_____Gossip once in a while
_____Glad you are yourself
_____Tired of living
_____Have many friends

Write a paragraph describing your personality, using the phrases above.

****

Subject: Language Arts/English

Content: Self Understanding

Goal B : Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Activity:

Students may use this check list to write evaluations of their own personalities:

_____1. Being on time is important to me.
_____2. I take pride in being a good student.
_____3. I get my assignments in on time.
_____4. The grades I am making satisfy me.
_____5. I participate in class discussions.
_____6. I do not hesitate to ask for help when needed.
_____7. I feel accepted by my classmates.
_____8. I feel my teachers like me.
_____9. I make an effort to think of the feelings of others.
_____10. I feel it is important to finish a job after it is started.
_____11. I work well in group situations.
_____12. I feel my abilities are recognized by others.
_____13. I cooperate with teachers and other students.
_____14. I set a definite time to work and a definite time to play.
_____15. I am absent from school for reasons other than illness.
_____16. When I promise to do something I carry out my promise.
_____17. I feel cheating is all right if I don't get caught.
_____18. I fail to see the value of school.
_____19. I follow directions.
_____20. I follow directions carefully.
_____21. I seek out additional work when scheduled tasks are completed.
_____22. I feel that I have many friends.
_____23. I would rather work alone than in a group.
_____24. I am a joiner of organizations.
_____25. I feel that it is important to make good grades.

_____26. I like my appearance.

_____27. I feel that I have a good relationship with my parents.

_____28. I have trouble spending an afternoon alone.

_____29. I feel that the other fellow gets the "breaks".

_____30. I am eager to be out on my own.

****

360

Subject: Language Arts/English

Content: Self Understanding

Goal B : Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Activity:

Give each student two copies of this handout. One is to be done by the student himself or herself. Then he or she asks another student to use the form to evaluate him or her.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				

Subject: Language Arts/English
Content: I
Goal: B

	Always	Usually	Sometimes	Never
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

****

Subject: Language Arts/English

Content: Self Understanding

Goal B : Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Activity:

Put a (✓) in the column that best describes your traits. Put an (0) in the column if you'd like to have that trait.

	ME (AS I SEE MYSELF)
1. adventurous	
2. affectionate	
3. ambitious	
4. appreciative	
5. careful about my appearance	
6. competitive	
7. complaining	
8. demanding	
9. easily angered	
10. easily discouraged	
11. easily influenced	
12. enthusiastic	
13. forgiving	
14. honest	
15. good listener	
16. helpful	
17. jealous	
18. kind	
19. look on the bright side of things	

Subject: Language Arts/English
Content: I
Goal: B

ME (AS I SEE MYSELF)

20. too loud ____________
21. need lots of praise ____________
22. obedient ____________
23. responsible ____________
24. sarcastic ____________
25. sassy, "talk back" ____________
26. selfish ____________
27. talkative ____________

****

Each student will role-play another student in the class without disclosing the name of the person being portrayed. The class will guess who it is. Then the students will list things about themselves which they found pleasing and wish to change.

****

364

Subject: Language Arts/English

Content: Self Understanding

Goal C : Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Activities:

Arrange 10 chairs in a circle. Explain that you will ask a question to which anyone can respond. The responses will be shared by students who come and sit in the circle. Explain three general rules for good discussions:

-- You must listen and be polite.
-- You must not criticize anyone for anything said.
-- You do not have to enter the circle; but once there, stay until the discussion is finished.

The question is: "What is one of your favorite places?" Let no one speak a second time until all have spoken once. Repeat for others in the class. Do this many times during the year with questions such as, "What is something you are wearing that makes you proud of yourself?" or "What are some causes of sibling rivalry?"

****

Have the students individually list several things about themselves that they would like to change. Then they will cut their lists apart into separate items. Assign the students to small groups, where they will put all their items into each group's "hat." They will take turns drawing items and suggesting one behavior which will cause a (desired) change to occur.

This activity calls for a high level of trust and good feelings in the small groups. Assign the students to the groups with this fact in mind.

****

Self-Understanding
Goal C
P.I. 1
Grade 7

Media

Self-Understanding
Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.
Competency: Students will evaluate the relationship between mass media and self-control.
Performance Indicator(s): Students will be able to provide examples of mass media.

Activity Objective

Students will discuss examples of mass media.

Activity

Total Time: 2 class periods
Suggested Subject Matter Area: language
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss mass media with the students. Brainstorm for 5 minutes all the examples of mass media they can think of. Their list should include such things as: radio, television, newspapers, movies, magazines, and books.

Tell the students to go home and write a paragraph about one type of media they see in their homes. Ask them to look for an advertisement, if possible. Their paragraph should include a description of the ad, and a brief statement on how they felt about it. For instance, did it make them feel like buying a product, or did they feel it was boring?

Share the paragraphs and examples with the class.

EVALUATION: Students should be able to:
- provide 4 examples of mass media.

(See Evaluation Form for "Media.")

*Teacher*____________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Media

Self-Understanding Goal C Grade 7

Students are able to:

Provide 4 examples of mass media.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Examples
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Self-Understanding
Goal C
P.I. 1, 2, 3
Grade 8

Whose Problem Is It?

Self-Understanding
Goal C: **Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.**
Competency: Students can analyze how the determination of problem ownership helps them to better manage themselves and their environment.
Performance Indicator(s): Students are able to describe what problem ownership means, provide examples of when they own their own problems, and provide examples of the results of owning others' problems.

Activity Objective

Students will provide examples of problem ownership and analyze the results of owning someone else's problems.

Activity

Total Time: one class period
Suggested Subject Matter Area: language arts
Materials/Resources: possibly short story which presents problem situation
Educator's Preparation: be prepared to give examples of problem ownership--who does the problem really belong to?--who does it effect concretely? Be familiar with entire activity.

Directions:

Brainstorm with class problems they or others have faced. Discuss whether the problem was theirs or someone else's. Ask the following questions:

(1) Why does it matter whether the problem is yours or someone else's?
(2) Do you think people should let other people solve their problems? Why or why not?
(3) Have you or anyone else ever gotten all excited over a problem that wasn't yours? What happened?
(4) Have you ever had a problem and had someone offer to help you with it?
(5) Have you ever tried to help someone with a problem? What was the result?

Assignment: Whose Problem Is It?

Pick one TV show. Explain the problem, or choose story from a literature book.
Whose problem is it?
What are the results of others getting involved in the problem?
Is the problem resolved and how?

Evaluation: Students should be able to:

- define problem ownership by deciding who the problem really belongs to
- provide two examples of problems they own
- provide three examples of the results of owning someone else's problem.

(See Evaluation Form for "Whose Problem Is It?")

*Teacher*________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Whose Problem Is It?

Self-Understanding Goal C Grade 8

Students are able to:

1. Define problem ownership by deciding who the problem really belongs to.
2. Provide 2 examples of problems they own.
3. Provide 3 examples of the results of owning someone else's problem.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Define	2. They Own	3. Someone Else's
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Language Arts/English

Content: Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills which allow them to communicate in their daily lives.

Activities:

Have the students work in pairs to present dramatizations of any or all the following situations:
- a. You need information from a store about a purchase.
- b. You call a wrong number.
- c. You are an operator for the local telephone company. You receive a call from someone who needs help.
- d. You are placing an ad in the paper.
- e. You are making a plane reservation.
- f. You are placing an order by phone.

****

Have the students prepare interview questions to ask of adults at home or in the neighborhood. They can ask about a person's work, leisure or citizenship activities or his or her family membership. After interviewing, have them write up the information as newspaper articles. They may want to ask their interviewees for their photographs to increase interest in the assignment. The photographs can be attached to the "news" articles. Display these on a bulletin board.

****

Have students demonstrate telephone etiquette in the following situations:
- a. calling the doctor
- b. making a long distance call when the operator is needed for assistance
- c. making an appointment
- d. answering a want ad
- e. responding to wrong numbers
- f. making a complaint to a business
- g. placing an order

****

Have the students help you list on the board some situations in which announcements are made. Have them each prepare and make an announcement.

****

Subject: Language Arts/English
Content: II
Goal: A

Have students sit in a circle. Without letting the rest of the group hear, read a short news story or joke to the first student. That student will repeat the story to the next student exactly as he/she remembers it. The story is passed around the circle until it comes back to the teacher. The last student tells the story aloud, and then the teacher reads the original story. Discuss how to be a good listener and how gossip develops.

****

371

Subject: Foreign Language

Content: Interpersonal Relations

Goal A : Students will develop and incorporate those listening and speaking skills which allow them to communicate in their daily lives.

Activities:

After reading and translating a story written in Spanish, each student will ask five questions of the class.

****

Obtain several copies of lists of phrases travelers might use. Have small groups of students write phrases which might be used in the following situations

--in a restaurant
--shopping
--getting a room in a hotel
--going through customs
--getting information in a museum or at a historical landmark
--when an article has been lost
--when one is lost from a tour group

****

Assemble a collection of Teach Yourself books so students have lists of phrases commonly used by travelers to the country whose language you teach. Have the students make lists of situations and phrases.

****

Have the students assemble a collection of menus from hotels and restaurants. Have them list, research and practice pronouncing all foreign words.

Have them translate the menus into your foreign language.

****

Subject: Foreign Language
Content: II
Goal: A

Here are some examples of role playing situations:

a. You are a Hacienda Restaurant busboy being asked by a Spanish-speaking party to return a dish that was improperly prepared.

b. You are nurse's aide at St. John's Hospital explaining the day's menu to a Peruvian patient.

c. You are assigned to the food editor of the St. Louis Post-Dispatch. Interview Sra. Enriqueta Castro on her secrets for making tamales.

d. You have a foreign student living in your home. Explain tonight's menu.

****

373

Interpersonal Relations
Goal A
P.I. 1
Grade 7

Group Discussion Roles

Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

Competency: Students will anlyze how communications skills contribute toward work within a group.

Performance Indicator(s): Students will be able to explain the communications skills demanded of the four major roles that develop during group interaction.

Activity Objective

Students will understand and demonstrate a use of the roles assumed in group communication.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language
Materials/Resources: a crayon for each group, paste for each group, a scissors for each group, a sack of feeling words, labels
Educator's Preparation:
Be familiar with entire activity, prepare chart with 4 roles

Directions:

Present a chart listing the following group communication roles: leader, listener, gatekeeper, and advocate. Explain that these roles are not assigned, they are assumed - people develop into these in group situations.

Write each role on the chalkboard. Then, as you speak, write the underlined behaviors under each role.

LEADER

Speak up
You have something to say and it is important. Therefore, it is also important that you say it so that everyone can hear.

Risk
Everyone gets scared about speaking up some of the time because they get the feeling that others will laugh at them or think that what they say is dumb. So you must "risk" because the more ideas people hear, however insignificant they may seem, the more they have to think about and the more understanding they will have.

Tell how you feel and why

When you speak, tell both how you feel--and why you feel that way. There is a lot of difference between saying, "I hate baseball because I can't play well," and saying, "Baseball is a stupid game." The first way, you "own your feelings." The second way, you make it sound like everyone should feel the same way.

LISTENER

Look at the speaker

Looking at the speaker helps him or her know we are listening.

Repeat how the other person feels and why

It is important that people know you are listening to them, but it is also important that they know you understand them. You can do this by repeating in your own words how the other person feels and why.

GATEKEEPER

Be an observer

The Gatekeeper is one who opens the gate and helps others come into the conversation.

Show concern

The Gatekeeper must first be an observer. He must see who is being left out. Then he must show concern. He must let that person know that he is opening the gate and wants that person to come in.

Tell how you feel when others are left out and why

To do this he must tell that person how he feels and why he feels that way. For instance, "Mary, I'm worried about you because you haven't said anything. I wonder what you're thinking about."

ADVOCATE

Support the group

Advocate means someone who speaks up in support of the group. An advocate wants the discussion to be a good one and is willing to risk speaking up when someone does something that gets in the way such as playing, whispering, or not showing concern. This person gives feedback by telling others how he feels and why about what is going on now. An advocate also speaks up when people do things that help the group and show concern.

Give feedback (tell how you feel and why about what is going on now)

Duplicate a copy of the resource page. Cut it apart on the dotted lines. Tell the students you need 10 volunteers to role play a discussion group. Each volunteer may choose a role. Give the role players their strips and seat them in a circle on the floor. The rest of the class can sit in a circle of chairs around the role players or in their seats.

Have the leader begin by reading the problem and describing his or her feelings. Then have the other members proceed to help the Leader solve the problem. They are to play the roles as described on their strips of paper. Tell them the role play will last for about five minutes.

After five minutes have a discussion. Ask the students in their seats:

- Who played the role of Leader?
- How do you know?
- Who played the role of Listener?
- How do you know?
- Who played the role of Advocate who supports behaviors that help group discussions?
- Who played the role of Advocate who expresses feelings about unhelpful group behaviors?
- How do you know?
- Who played the role of Gatekeeper?
- How do you know?

Another role-play situation is presented on the resource page, if you wish to repeat the procedure.

Explain that these are roles that help group discussions. One person can have more than one role at the same time or one at a time.

Sometimes discussions seem not to be going well. Then we can ask ourselves what role is missing. We can then try to perform that role to help the group reach acceptance and understanding.

EVALUATION: The students should be able to:

- describe the four major roles that develop during group interaction: leader, listener, gatekeeper, and advocate
- explain four communications skills needed by the leader (e.g., I-messages, speaking distinctly, attentiveness, etc.)
- explain three skills needed by the listener (e.g., attentiveness, timing, etc.)

EVALUATION: (continued)

- explain three skills needed by the gatekeeper (e.g., timing, reflective listening, I-messages, etc.)
- explain two skills needed by the advocate (e.g., attentiveness, effective non-verbal responses, I-messages, etc.)

(See Evaluation Form for "Group Discussion Roles.")

377

Resource Page for
"Group Discussion Roles"

GROUP DISCUSSION ROLES

LEADER

You start the discussion. You have a problem you want to risk talking about. Your problem concerns your two friends who will not speak to each other. If you are nice to one of them the other one will get mad at you. You do not know what to do.

Speak up.
Risk.
Tell how you feel and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

Resource Page for
"Group Discussion Roles"

GROUP DISCUSSION ROLES

LEADER

You start the discussion. You have a problem you want to risk talking about. It concerns the cheating that goes on when you play ball. You are really mad at some of your best friends because they not only do not play fair, but they try to act "big" when they get away with it. You want to tell the group how you feel about it.

Speak up.
Risk.
Tell how you feel and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

Resource Page for
"Group Discussion Roles"

GROUP DISCUSSION ROLES

Write Your Own Problem

LEADER

You start the discussion.

Speak up.
Risk.
Tell how you feel and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

Interpersonal Relations
Goal A
P.I. 2, 3
Grade 7

Leading and Listening

Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

Competency: Students will analyze how communications skills contribute toward work within a group.

Performance Indicator(s): Students will be able to discuss how these skills contribute toward getting tasks accomplished with group satisfaction and explain how the lack of communication skills hinders group interaction and task accomplishment.

Activity Objective

Students will discuss how good listening skills can help accomplish tasks in a group.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language
Materials/Resources: overhead projector
Educator's Preparation: be familiar with entire activity--prepare transparencies of resource pages

Directions:

Ask the students to close their eyes and put themselves in a treehouse on a hot summer day with some of their friends. They are feeling bored with nothing to do. Last summer they put on a neighborhood carnival and lots of people came. Someone says, "Hey, I know! Let's put on a magic show." Everyone is excited about that idea and they all begin talking at once. They all are talking and no one is listening. Pretty soon they are telling one another to shut up and are calling each other names. Then Cedric, who is yelling the loudest, begins pushing Ellen, who is trying to explain her good ideas. Ellen gives up and starts down the ladder, yelling all the way. Jennifer, who didn't have a chance to say much, gave up long ago and sat down in the corner. She follows Ellen down the ladder. The two saunter off to find something else to do. That leaves Kevin and Cedric to handle the whole show. They know they'll never be able to do all that has to be done. So they decide to forget about it. The children missed a chance to have fun together and the neighborhood lost a chance to see the youngsters busy with something fun. They must need to be better listeners and leaders when they get together.

On the overhead projector show the transparency, LEADERS, and explain the following:

> When people are together someone starts the conversation. This person chooses the topics and decides how personal it will be. He or she might say, "How are you today?" or "I see you have a new bike." or "I feel it's hopeless to try to put on a magic show because we don't

> know any tricks." This last statement is more personal because it states how the person is feeling and why. The leader speaks up because what he or she has to say is important. Sometimes it's easier not to speak up because we think others will laugh at us or will think that what we say is dumb. But the more of our ideas people hear, the more understanding of us they will have.

On the overhead projector show the transparency, LISTENERS, and explain the following:

> There is a second role that is just as important as the leader role. When people take risks and tell how they feel and why, it is important that others show that they are listening and that they understand. A listener looks at the speaker and repeats how the speaker feels and why.

Explain that there are two more group roles. These are gatekeeper and advocate. The gatekeeper helps keep things running smoothly and helps to keep noncooperative members in line. The advocate plays a supportive role in the group, adding to and discussing ideas.

Have the class think of instances or situations when they have seen these roles, either in the example given at the beginning, or in their real life situations.

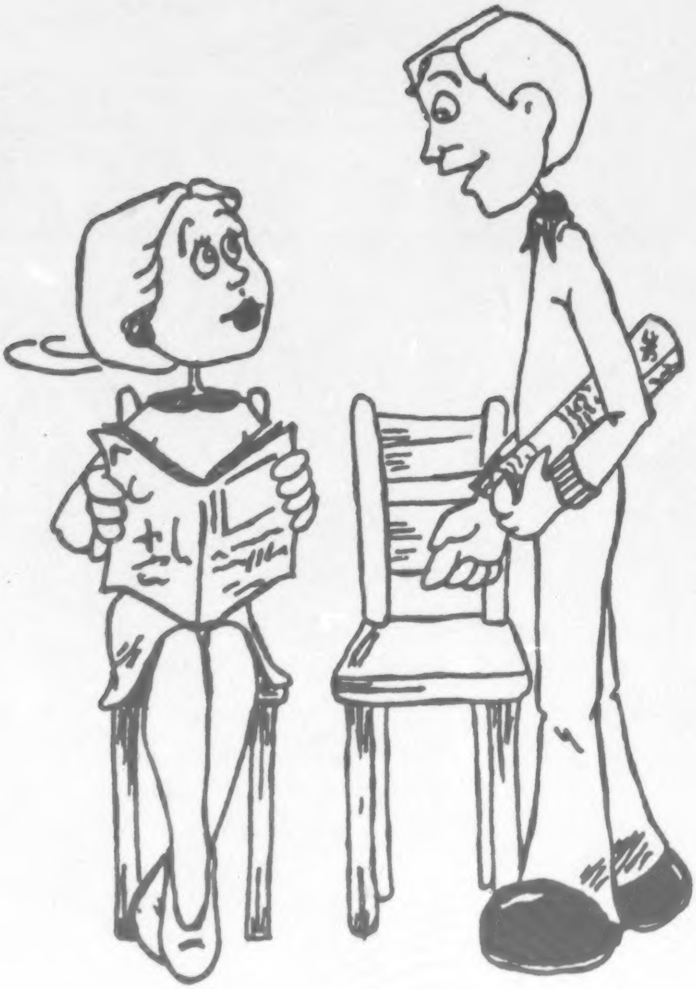
EVALUATION: Students should be able to:
- describe 2 skills for each of the 4 group interaction roles; analyze how these skills contribute toward task accomplishment
- describe how group interaction would be hindered and tasks might not be accomplished if there was a lack of one skill for each of the 4 group interaction roles.

(See Evaluation Form for "Leading and Listening.")

382

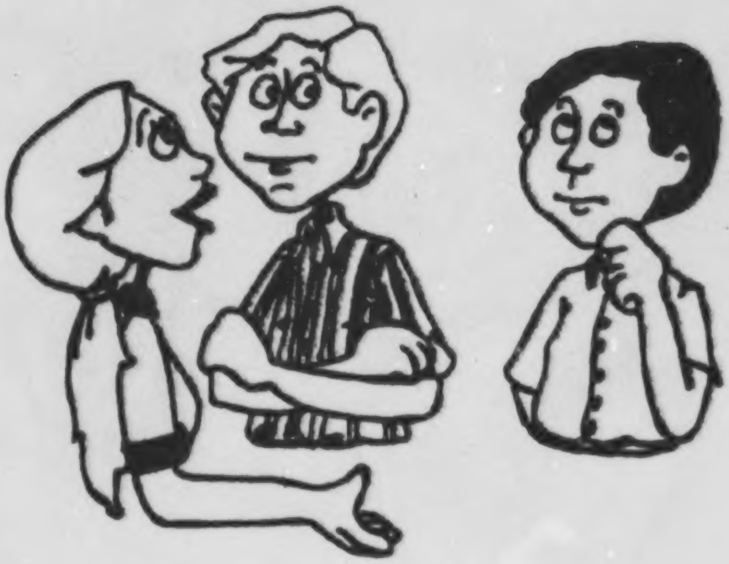
Resource Page for
"Leading and Listening"

LEADERS



Resource Page for
"Leading and Listening"

LISTENERS



384

Teacher ______________________ *Date(s)* ______________________

ACTIVITY EVALUATION FORM

Group Discussion Roles & Leading and Listening

Interpersonal Relations Goal A Grade 7

Students are able to:

1. Describe the four major group roles.
2. Explain four skills needed by leader, listener, gatekeeper, and advocate.
3. Analyze how skills in the 4 roles contribute to task accomplishment.
4. Analyze how lack of skills could hinder task accomplishment.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Group roles	Skills	Contribute	Hinder
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Make a Speech

Interpersonal Relations
Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency: Students will analyze effective public speaking methods and skills.
Performance Indicator(s): Students will be able to describe the major steps involved in public speaking.

Activity Objective

Students will discuss and demonstrate a use of the skills necessary for effective public speaking.

Activity

Total Time: four or five class periods
Suggested Subject Matter Area: language arts
Materials/Resources: two sheets of newsprint
Educator's Preparation: prepare charts and pictures described in the activity, be familiar with entire activity

Directions:

Prepare and post a chart:

Speaking Skills

- Creating or discovering ideas
- Selecting and organizing material; delivery
- Using language and memory

Post pictures of a smiling face and a frowning face at the opposite ends of a wall. Say you will be asking some questions. Explain that the frowning face represents feelings of disapproval and dislike. When you want to show that you don't approve or don't like something, you may stand under the picture of the frowning face. The smiling face represents feelings of approval and liking something. When you want to show that you like or approve of something you may stand under the smiling face. There is an imaginary line between the two ends. This line represents the range of feelings between the two extremes. Students may stand at any point on the line or under either end to show what their feelings are.

Have the students go to the wall and show how they feel about:

- the hot lunches
- the hangout
- divorce
- junk foods
- angry fighting
- fighting as a sport
- violence on television
- growing old
- inflation
- solar energy

Tell the students that during the next few days they will all have a chance to learn some skills helpful for speaking in groups. Ask students to suggest occasions on which they will speak to or in groups. Explain that it's not uncommon to meet people who are afraid to speak in front of others--their fear controls them. But this fear can be controlled. They will give one-minute speeches about their feelings. This will be done in small groups to develop skill and confidence. Tell them that they will not all feel ready at the same time. Those who do, may begin first. Read aloud the list of topics on the previous page.

Elaborate on the chart you posted above.

Speaking Skills

- Creating or discovering ideas--
  Think of your listeners. (Get their attention. Use an opener to get their attention: "Do you realize that at this very minute you and I are growing old?" Speak loudly. Speak clearly.)

- Selecting and organizing material; delivery--
  (We don't know everything about everything. Talk about what you know: "My grandma cries every time we leave her. It must be sad to live in a nursing home." Speak clearly and slowly so that everyone can understand.

- Using language and memory--
  Think of your feelings. (You are the world's only living expert on your feelings. Feel free to share them: "I feel sad too. I miss my grandma because she used to live across the street.")

Go through the list of topics above. Ask volunteers to suggest an opener or attention getter for each one.

Then choose a topic and an opener and give a little speech. Divide the class into small groups and have them do likewise.

In a few weeks let them give speeches which are two minutes rather than one minute. Repeat with a three or four minute limit.

EVALUATION: Students should be able to:
- name the five steps involved in public speaking: creating or discovering ideas, selecting and organizing material, using language, using memory, and delivery.

(See Evaluation Form for "Make a Speech.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Make a Speech

Interpersonal Relations **Goal** A **Grade** 8

Students are able to:

1. name the five steps involved in public speaking: creating or discovering ideas, selecting and organizing material, using language, using memory, and delivery

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. five steps
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Listening

Interpersonal Relations

Goal A:	Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency:	Students will communicate their understanding of what another person has said.
Performance Indicator(s):	Students will be able to analyze the skills involved in reflective listening and provide examples of how they can use reflective listening.

Activity Objective

Students will discuss skills involved in reflective listening and how to use them.

Activity

Total Time:	Two or three class periods
Suggested Subject Matter Area:	Language
Materials/Resources:	None
Educator's Preparation:	Be familiar with entire activity

Directions:

Get involved in some "listening" experiences.

Have everyone sit comfortably and close their eyes. For 2-3 minutes you and the class members will take time to just listen. There should be no talking, looking, touching--just listening! Explain to the class that although each person will be a quiet listener there will be a multitude of sounds to pick up.

Talk about what you have done. Have the students describe sounds (both outside and inside themselves) that they picked up. As they name the sounds you can act as secretary and quickly jot these down on a piece of newsprint with a felt-tipped pen. Leave this sheet hanging in the room for several days to remind the class of their experience.

Invite the class to try another kind of listening exercise. Again sit comfortably and have everyone close their eyes, except one person.

This student will walk through the room and tap several class members who will quietly move to the front or side of the group. The "tapper" will now select one of the chosen group to whisper a statement to the "listeners." The seated students guess who the "whisperer" is--have the group guess with their eyes closed and after incorrect guesses they can have the whispered statement repeated. The student who names the "whisperer" becomes the "tapper" in the next round.

Discuss the exercise.
--In listening to the sound-maker were you as aware of other sounds as you were in the last listening experience?
--Is it easier to concentrate on listening to a person with your eyes closed?

Have the class members form two lines and face each other. The first person in each line will be the speaker. The first two speakers begin a conversation with each other. Whenever the next person in line wishes to do so, he or she will tap the speaker who will then move to the end of the line allowing the new speakers to continue the conversation. Work through the lines at least once.

Briefly talk about this part of the activity.
--Was it easy to listen to the speakers when you were next in line?
--Was the conversation interesting? If so, is that why you listened?
--How many of you most enjoyed being the speaker?
--How many of you enjoyed listening to the conversation rather than being a speaker?
--Did those near the back of the line start any other conversations and if so, why?

Following these experiences in listening, review with the students the meaning of reflective listening. Discuss the following techniques used in reflective listening:

--Listen carefully for how the other person really feels and what they are really trying to say.
--Mirror back (reflect) to the other person the feelings and meanings you hear them saying to show that they have been understood.
--Establish eye contact and use a posture that indicates you are listening.
--Listen with respect; never criticize, threaten, lecture, ridicule, etc.
--Give open responses that allow for discussion; avoid closed responses which ignore feelings.

Have students choose partners--or assign partners to practice reflective listening techniques. The topic for discussion could be "tell me about your favorite thing to do when you have free time."

Process the activity when the allotted time is up as to problems, what they learned, etc.

EVALUATION: Students should be able to:

- analyze 3 examples of the skills used in reflective listening
- practice using reflective listening in the classroom
- provide 2 examples of situations when they have used reflective listening

(See Evaluation Form for "Listening.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Listening

Interpersonal Relations Goal A Grade 10

Students are able to:

1. Analyze 3 examples of the skills used in reflective listening
2. Practice using reflective listening in the classroom
3. Provide 2 examples of situations when they have used reflective listening

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Examples	2. Practice	3. Used
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Communication

Interpersonal Relations

Goal A:	Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency:	Students will evaluate their current communications skills and will continually improve those skills.
Performance Indicator(s):	Students will be able to evaluate their current communications skills and determine those areas in communications skills needing improvement.

Activity Objective

Students will discuss their current communication skills and how they can improve them.

Activity

Total Time:	One or two class periods
Suggested Subject Matter Area:	Language
Materials/Resources:	None
Educator's Preparation:	Be familiar with entire activity

Directions:

Talk with the class about the "art" of communicating. In order for full communication to take place there must be a speaker who explains his or her thoughts as clearly as possible to a listener who is both hearing and considering what is being said. The "art" of this function comes in the active participation on the part of both the speaker and the listener.

The next eight steps of this activity involve an investigation of the "resources of communication": sound, sight, touch, movements and gestures.

- Have the class break into pairs and sit back to back. Each couple should keep their chairs close but not let their backs touch. Once everyone is situated, explain that without turning their heads they are to talk to their partners and attempt to learn more about each other. Allow about 2-3 minutes for this part of the activity.

- Spend a few minutes discussing the experience.
  Is that an easy way to communicate?
  What did you learn?
  Did talking to another person that way make you feel good? . . . foolish? . . . curious?
- Ask everyone now to quietly turn their chairs around and sit facing their partners.
- This time they are to express as much of themselves as possible by simply looking at their partners. Again allow about 2-3 minutes. No verbal exchange is to take place.
- Briefly discuss this part of the activity.
  --What was hard about communicating that way?
  --Was it easier than using your voice?
  --How do you feel about this?
- Have everyone sit again facing their partners. This time partners will express themselves and learn about each other by both looking and touching. Spend 2-3 minutes communicating in this manner.
- Talk about the experience.
  A person who is blind has to learn a lot about another person by touching. You had your eyes open. Did that make it harder or easier to touch your partner?
  Did you learn something new about your partner or yourself by communicating this way?
  How many of you think this was the hardest way of learning about your partner?
  How many of you think this was the easiest way?
- Now have the partners, facing each other, converse using all of the previously introduced methods--speaking, looking, touching. Allow 2-3 minutes and during this time you be an observer and watch facial expressions, movement, mannerisms, and special tactics employed.

  During a brief discussion you relate to the class what you have seen.
- Now that there has been some "experiencing" in the area of communication, explain to the class that they are going to have the chance to interview their partners. During the first part of this activity they have used various methods to communicate--remind the students of this and point out, through discussion, that these techniques of expressing oneself will be useful now as well as the technique of careful listening.

- After some brief review of interviewing procedures present the subject of the interview--"Tell me what it is like being a student, and how you feel about your work." Allow the group about twenty minutes for each pair of partners to spend ten minutes interviewing each other. The purpose of this interview is to practice expressing experiences and deep feelings to an interviewer. It is, therefore, not important at this point for the interviewer to record information obtained. Instead, the interviewer should concentrate on being responsive to what is said, curious in seeking additional information, and a careful listener.

- Discuss the experience of interviewing.
  How many of you learned something new about your partner?
  Earlier we practiced different ways of communicating. Which technique did you use most in expressing your feelings about being a student?
  How many of you found it really easy to communicate with your partner?
  How many of you enjoyed being the "interviewee" (the one interviewed) most?
  How many of you enjoyed being the "interviewer" (the one who interviewed) most?
  Is it ever hard to listen?
  What makes listening to someone easy? (curiosity, interest)
  How many of you were the interviewee first?
  How many of you found it hard to listen then when you were the interviewer?
  Now, those of you who were interviewer first--how many of you found it hard to listen to your partner?
  Often, in conversations, when someone is talking to us, we are busy thinking about what we are going to say when it is our turn to talk instead of really listening to what the other person is saying. Did this happen to any of you?
  When you were the interviewer, did you agree with what the other person was saying about himself or herself?

EVALUATION: Students should be able to:
- evaluate 5 areas of their communications skills
- specify at least 1 area above where improvement is needed

(See Evaluation Form for "Communication .")

*Teacher*______________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Communication

Interpersonal Relations Goal A Grade 12

Students are able to:

1. Evaluate 5 areas of their communication skills
2. Specify at least one area above where improvement is needed

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Evaluate	2. Improvement
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

396

Subject: Language Arts/English

Content: Interpersonal Relations

Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.

Activities:

Rules and regulations guide everyone's life. Because rules profoundly influence the course of a person's development, they must be recognized, confronted and evaluated. Rules begin at home.

Imagine yourself in the following situation:

> An exchange student from the country of your choice has been selected to live with your family for the next school year. Because the student will spend much time with your family in your home, you want to help to make that stay as pleasant and painless as possible. In your first letter to your prospective guest, describe the rules of the household, particularly as they affect a teenager. To prepare for the letter, think about the "do's" and "don'ts" your family requires of you.

Research something of home life in the exchange student's country. Answer you own letter, listing the "do's" and "don'ts" of his or her family. Compare the two. What do you find better about your family.

****

Explain the difference between I-messages and you-messages (Thomas Gordon. P.E.T.-Parent Effectiveness Training. Peter H. Wyden, Inc., New York, 1970.) Role play specific problem situations that students have encountered in their homes. Have students compose their own I-messages.

****

Subject: Foreign Language

Content: Interpersonal Relations

Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.

Activities:

Have the students interview adults at home to find out (1) if they have relatives who studied foreign languages, (2) who they are, and (3) their occupations.

****

Have the students draw the national flags which represent foreign languages of relatives.

****

393

Subject: Language Arts/English

Content: Interpersonal Relations

Goal C : Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Activities:

Have the students help you list on the board situations in which one would send a social note or letter:

-- thank you
-- get-well
-- sympathy
-- invitation
-- note of apology
-- response to an invitation (either acceptance or regrets)

Have each student write on a scrap of paper the name of a significant other person. Then each student will write a sample of the above kinds of notes to this person. Then let them re-copy the messages on note-sized paper and color appropriate designs or pictures on the front flap. Display these on a bulletin board.

****

Divide the class into small groups. Have each group member name three things that others do which help him or her to feel accepted.

****

Have the students list topics of conversation they might use to become acquainted with adults. Have them read their lists aloud. Tally the various topics so they can see which ones were chosen most.

****

Have the students write answers to one of the following questions.

a. You work in the personnel department of a big company. There is a position open which require a person who works well with figures, is neat and accurate, and is willing to work overtime when necessary. It will also be required that the project be kept strictly confidential. You will have to interview someone for the job. What are the necessary questions to ask and what are the kinds of answers you are looking for?

b. A new assignment on your job requires you to work very closely with another employee on a very important project. You don't know

Subject: Language Arts/English
Content: II
Goal: C

the person very well, but somehow never felt you could get along with him. Now you will be together for at least two weeks. How will you handle the situation?

c. You are the head of the department where you work. An employee has retired and the boss has asked for your recommendation of someone to be promoted to replace her. The position is an important one because it requires meeting people and is often the first contact people have with the company. Two people are eligible for the one job. One person has been there for five years and knows a lot about the position to be filled. She is a very pleasant person and she gets along well with people. However, she is not very neat in her personal appearance.

The other person has been there for four and a half years and also knows what is required on the job. She is attractive but is not one who easily meets people. She is also the cousin of the boss's wife. Which person would you recommend for the position?

Have them share their answers in small groups. Allow other group members to question each speaker to help him or her think and explain.

****

Subject: Foreign Language

Content: Interpersonal Relations

Goal C : Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Activities:

Let the students work in pairs to help each other answer questions, learn vocabulary and put their thoughts into Spanish (or other foreign language).

****

Have a Pen Pal Day. Let students bring in and read letters from their pen pals in other countries. Get students to sign up for pen pals from countries which speak the language you teach.

****

Have students design greeting cards for their friends in a foreign language. To stimulate their thoughts, have them help you list on the board important life events from which they can choose. Let them sit in a large circle and share their completed cards.

****

Friendships

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will evaluate the importance of friendships with peers and adults.
Performance Indicator(s): Students will be able to compare the benefits that could be had from friendships with peers and adults, and to compare the contributions that they could make in friendships with peers and adults.

Activity Objective

Students will discuss the benefits of having friendships with peers and adults.

Activity

Total Time: one class period
Suggested Subject Matter Area: language arts
Materials/Resources: paper and pencil or chalkboard for recorder
Educator's Preparation: be familiar with entire activity

Directions:

Follow the brainstorming rules and have the class spend 5 minutes listing all the gains they can think of that occur by having a friend ship with a peer. Then brainstorm for 5 minutes, listing the gains that occur by having an adult friend. Have one student be a recorder to list ideas as they are spoken.

Following the brainstorming session, have students discuss ideas that are written down. (Recording the ideas on the board will make this process easier.) As they compare the two lists, students should point out similarities such as:

- companionship
- help in time of need
- encouragement of growth and development.

They should note differences such as:

- amount of similar interests and needs
- help and encouragement of development come in different degrees.

Discuss some contributions they could make in a friendship with both a peer and an adult. Have the students compare the similarities and differences in the contributions to a peer and an adult. Their discussion should include some of the suggested gains done earlier in the exercise.

EVALUATION: Students should be able to:

- describe 3 benefits that occur with friendships with peers and 3 with adults
- compare the benefits of the 2 different types of friendships
- describe 2 contributions they could make in a friendship with a peer and 2 with an adult
- compare the similarities and differences in their comparisons.

(See Evaluation Form for "Friendships.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Friendships

Interpersonal Relations Goal C Grade 8

Students are able to:

1. Describe 3 benefits that occur with friendships with peers and 3 with adults.
2. Compare the benefits of the 2 different types of friendships.
3. Describe 2 contributions they could make in a friendship with a peer and 2 with an adult.
4. Compare the similarities and differences in their comparison.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Benefits	Compare	Contributions	Similarities & Differences
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Subject: Language Arts/English

Content: Interpersonal Relations

Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on them.

Activities:

Have students write paragraphs describing a time when they said or did the wrong thing. Then have them analyze how they caused it and what they did to improve the situation.

****

Have learners read some poems about groups and interpersonal relationships, such as the following:

T. S. Elliot, "The Hollow Men"
William Wordsworth, "Michael"
Robert Burns, "The Cotter's Saturday Night"
Robert Browning, "Soliloguy of the Spanish Cloister"

****

Have students write or role play the topic, "Something I Never Do When I Want to Make Friends With Someone."

****

1. Have learners divide into several small working groups. Have each group develop a brief script illustrating a conflict situation between one of the following: two or more employees on a job, an employee and supervisor, an employee and employer, or an employer and a customer.

   Two highly competitive members of a professional baseball team begin to taunt one another both on and off the playing field. They are of different socioeconomic, cultural, and ethnic backgrounds, and each suspects the other of trying to prejudice the team against him. Finally a seemingly small, insignificant incident occurs and evokes a fist fight between the two players in the locker room.

   A young woman editor is given a complex long term assignment by her supervisor and told she may work it out in her own style and at her own pace. She carefully plans out her procedure and is progressing nicely. Two days before she plans to present the results of the project's first phase, she is summoned to a department meeting. There she discovers her supervisor has picked up a piece of her work that is not yet complete and is using it as an example for the group of what he does NOT want to appear in their projects. In the course of the meeting, he suggests ways to change the piece of work. His suggestions are exactly what the young woman had planned to do originally, in the next two days before turning in her work. She feels he has jumped the gun on her. She resents his not bothering to check out her plans before calling a meeting and figuratively spanking her in public. She is so upset and angry she leaves the meeting in tears without speaking for herself.

An employer who is a stickler for having his employees arrive at work on time--though he is habitually late himself--asks two individuals who are known to arrive at work consistently early to take attendance each day, without being obvious. The other employees soon discover who the spies are in their midst and ostracize them. In addition, everyone decides to arrive, en masse, 15 minutes late everyday, reasoning that the employer could not afford to fire all but the two informers, and will eventually bring his gripe out into the open so a resolution can be worked out. The employer retaliates by issuing a memorandum that only persons who are consistently on time for work will receive pay raises and promotions. Both spies receive both types of reward, but find the victory hollow because no one will work with or cooperate with them. Together, armed with written resignations, they confront the employer with the inappropriateness of his tactics.

A flu epidemic leaves a restaurant short-staffed on a busy weekend. All employees are working double shifts and serving twice their usual number of tables as well. Waiters and waitresses explain to customers that service will be slower than usual, and most are very cooperative. Then one waitress encounters five customers in a row who send food back to the kitchen to be warmed, make snide remarks about the service, and generally make life miserable. Her next customer, a harried-looking man, gives his order and follows it with, "And hurry it up. I'm in a rush." The waitress explodes.

3. Have each group of learners role play their conflict situations for the class. Following each presentation, have the class offer suggestions about alternative ways in which the conflict might have been handled. Have volunteers role play one or two of the alternatives and have the class evaluate the approaches in terms of feasibility and long and short-term rewards.

4. Have learners practice or discuss how to get people to do what you would like them to do in a work situation. Have them discuss the advantages of different methods, e.g., "ordering" versus "destructive" criticisms, offering suggestions and advise whether solicited

or not, and "modeling" behavior.

(Adapted from Career Education Resource Guide, pp. 160-161, 1972, General Learning Press, Morristown, New Jersey)

****

Self & Environment

Interpersonal Relations

Goal D:	Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.
Competency:	Students will explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors.
Performance Indicator(s):	Students will be able to describe controlling and influential forces in their own environment, explore ways that they have been and are being controlled or shaped, describe their feelings and responses toward those who are shaping their behavior.

Activity Objective

Students will discuss how they are being controlled or shaped by forces in the environment and their feelings and responses to this.

Activity

Total Time:	One or two class periods
Suggested Subject Matter Area:	Language
Materials/Resources:	Instruction slips
Educator's Preparation:	Prepare instruction slips, be familiar with entire activity.

Directions:

Prepare a large open area in the classroom and place several chairs around it for observers.

Prepare the following statements on slips of paper and put in envelopes labeled "Self" and "World."

Self

--Yell at your World.
--Stomp your foot and be mad.
--Say, "Wow! I'm glad I'm alive!" . . . and mean it!

Self, cont.

--Say, "I wish I had never been born!" and act as if you really mean it!
--Say, "This is the best day of my life!" and say it with lots of enthusiasm.
--Be depressed.
--Act happy.
--Act worried.
--Say, "It's a great world I live in!"
--Say, "I wish everyone would just go away and leave me alone!"
--Try to get out of your world.
--Restructure your world just the way you want it to be.

Environment

--Look at Self and say together: "We really like you!"
--Ignore Self.
--Surround Self and hold hands with each other.
--Move away from Self.
--Argue with each other.
--Growl at Self.
--Line up directly behind Self.
--Stare at Self.
--Make faces at Self.
--Turn around and walk away from Self.
--Smile at Self.
--Smile at each other, but frown at Self.
--Smile at Self, but frown at each other.
--Surround Self with your backs to Self.

Ask for six volunteers. Give the following instructions:

"You have volunteered to do an exercise showing us how one person called Self interacts with his or her World."

The instructions are as follows:

- One person will be "Self"--the five others will be the "World" of Self.
- Self must stay within World--World must not let Self out of its circle.
- Absolutely no talking can be done except where indicated on the slips of paper or during responses to slips of paper.
- Absolutely no hitting or hurting one another.

- Self will draw a slip of paper and then will have 30 seconds to act out the instructions--World will then be given 15 seconds to spontaneously respond to what Self has said or done. World must respond in some way! (Encourage members of World to respond the way they feel about what Self has said or done. They may respond collectively or individually.)

- World will then draw a slip of paper and will have 30 seconds to act out the instructions--Self will then be given 15 seconds to spontaneously respond to what World has done. Self must respond! (Again, it is important to respond to the feelings experienced as a result of what the World has done.)

Observers will then be given a chance to tell what they saw happening in the interaction.

Begin activity by letting Self draw a slip of paper and act it out. Continue according to instructions. After observers have shared what they saw taking place, give an opportunity for members of World or Self to share any other comments they might have.

Stop activity while interest is still high. Students may want to do this again using their own statements for Self and World.

EVALUATION: Students should be able to:

- describe 3 controlling or influential forces in their environment
- describe 2 ways they have been or are being controlled or shaped
- describe their feelings towards persons or things shaping their behavior
- describe their responses and the effectiveness of them in those situations

(See Evaluation Form for "Self and Environment.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Self and Environment

Interpersonal Relations Goal D Grade 10

Students are able to:

1. Describe 3 controlling or influential forces in their environment
2. Describe 2 ways they have been or are being controlled or shaped
3. Describe their feelings towards persons or things shaping their behavior
4. Describe their responses and the effectiveness of them in those situations

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Forces	2. Ways	3. Feelings	4. Responses
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Subject: Language Arts/English

Content: Expressing Ideas

Goal A: Students will develop and incorporate an understanding of the various methods of expression in their daily lives.

Activities:

See who can write the most sentences which say basically the same thing but which use different words or different word order. Let the students discuss sentences that may vary too much or that seem to violate some rules of grammar.

****

Have students write letters to you. Read the letters and write answers to them. (Do not grade these.) Students like this confidential type of communication.

****

The student will prepare a poetry interpretation and perform it for three different types of audiences: the speech class, other classes within the school and the audience at the junior high speech festival.

****

Invite the school secretary to explain shorthand and show students how to write their names. Have this person "take a letter" from one of the students and read it back. Have this person point out the importance of a dictionary to him or her. Ask this person to describe his or her preparation for the occupation of secretary.

****

Have the students watch several television shows during a week, keeping a list of characters who speak incorrectly. Have them write the characters' names on a large chart which you have prepared thus:

INCORRECT T.V. SPEAKING			
Ignorant	Comical	Unfortunate	Criminal

****

Subject: Foreign Language

Content: Expressing Ideas

Goal A : Students will develop and incorporate an understanding of the various methods of expression in their daily lives.

Activity:

Using old magazines, have students cut out advertisements and mount them on construction paper. Next to the pictures have them write the foreign language translations of the ads. Display the ads around the school.

Expressing Ideas
Goal A
P.I. 3
Grade 7

Cinquain Poetry

Expressing Ideas

Goal A:	Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency:	Students will demonstrate skills necessary to express their opinions and beliefs in written form.
Performance Indicator(s):	Students will be able to demonstrate an understanding of the different methods of expressing their opinions and beliefs in writing.

Activity Objective

Students will demonstrate an understanding of how to express their opinions and beliefs in various written forms.

Activity

Total Time:	Three or four class periods
Suggested Subject Matter Area:	Language arts
Materials/Resources:	Paper, pens, paints or markers
Educator's Preparation:	Be familiar with entire activity

Directions:

Discuss Cinquain poetry. It has five lines.

Line 1: Name subject or ideas.
Line 2: Only two words which describe the subject.
Line 3: Has three words.
Line 4: Has four words.
Line 5: Only one word which sums up the poet's feelings or observations about the subject.

Tell the students that poetry, as an art, is to express an idea from your own point of view.

Write poem together on black board to get the idea across.

1) clouds
2) smooth, far away
3) white and smokey
4) creeping along the sky
5) mysterious

1) wilderness
2) breezy, scary
3) creeping with animals
4) fierce things all around
5) boundless

Have students write several poems during first class.

At next session, have students create paintings with tempera or watercolor on various sizes of paper.

Next session, they should letter the poem onto the painting using paint, marker or ink. It is helpful to practice lettering first before putting on painting. Students may also use descriptive lettering to carry on the mood of the poem.

EVALUATION: Students should be able to:
- demonstrate an understanding of poetry as a means of expressing opinions and beliefs

(See Evaluation Form for "Cinquain Poetry.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Cinquain Poetry

Expressing Ideas   Goal A   Grade 7

Students are able to:

1. demonstrate an understanding of poetry as a means of expressing opinions and beliefs

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. poetry
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Written Expression

Expressing Ideas

Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.

Competency: Students will examine their own methods of expressing opinions and beliefs.

Performance Indicator(s): Students will be able to describe their written methods of expressing opinions and beliefs.

Activity Objective

Students will discuss their ways of expressing opinions and beliefs in writing.

Activity

Total Time: 1 or 2 class periods
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss with the class the various ways they can express their opinions and beliefs. They should name at least 3 ways: letters, poetry or prose, papers.

Now ask the class to take a stand on a controversial topic in that area, e.g., abortion, prayer in school, the draft, etc. Ask students to choose 1 of 3 positions: PRO, CON, or NEUTRAL. Form those groups according to the position they chose. The PRO group is to express their opinion by the means of a letter (e.g., "Letter to the Editor"). The CON group is to express their opinion by means of prose or poetry, and the NEUTRAL group is to express their opinion by writing a short paper.

Discuss how the method of writing must have certain components such as: a logical sequence of thoughts, proper vocabulary and grammar, correct spelling, and correct punctuation.

Allow several minutes or the rest of the class period for each group to work. Following this, the groups should take turns reading their compositions, while the other two groups evaluate them on their effectiveness.

EVALUATION: Students should be able to:

- evaluate their written methods by expressing opinions and beliefs, including use of writing skills, logical thoughts, and appropriate use of various forms.

(See Evaluation Form for "Written Expression.")

418

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Written Expression

Expressing Ideas **Goal A** **Grade** 8

Students are able to:

1. evaluate their written methods of expressing opinions and beliefs, including use of writing skills, logical thoughts, and appropriate use of various forms

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

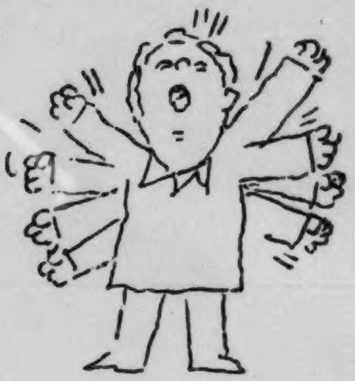
Student Name	1. evaluate
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Subject: Language Arts/English

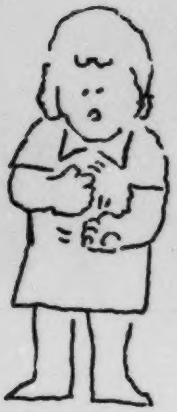
Content: Expressing Ideas

Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

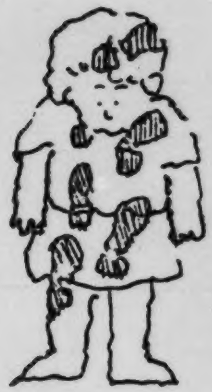
Activities:



"AGGRESSIVE"



"ASSERTIVE"



"SUBMISSIVE"

Discuss what it means to be assertive, aggressive, and submissive. Have students identify the following statements:

Label the following statements AG (aggressive), AS (assertive), or SU (submissive):

___ Get them before they get you. (AG)

___ I should never make anyone feel uncomfortable, resentful, or unhappy, except myself. (SU)

___ I recognize their rights without giving up my own. (AS)

___ I have the right to ask for anything I want. (AS)

___ I should never disappoint anyone or cause anyone to disapprove of me. (SU)

___ Never give a sucker an even break. (AG)

___ I should never give anyone a headache or stomachache, except myself. (SU)

___ How you play doesn't count; only that you win. (AG)

___ If I want something and don't ask for it, I give up my right to complain. (AS)

___ Others have an equal right to ask for what they want. (AS)

(Adapted from Junior High Innerchange. Human Development Training Institute, La Mesa, CA, 1977.)

****

Let the students keep this in their files of job-seeking skills.

PREPARING FOR A JOB INTERVIEW

The following list contains some suggestions that will be helpful in preparing for a successful interview.

1. Know what is done by the employer, what he or she manufactures, who buys the products and how, in general, they are made or what services he or she performs.
2. Decide why you desire employment with this particular employer.
3. Know the names of the executives, particularly the one you are going to see.
4. Summarize your qualifications and be able to state them concisely and intelligently. Include part-time, extra-curricular and volunteer experiences.
5. Be poised at all times.
6. While waiting in the outer office, watch what goes on around you. Read company literature.
7. Be sure you have the following things with you:
   - -- pen, pencil and note pad
   - -- Social Security card
   - -- personal data record or job resume
   - -- a letter of introduction or reference from someone known to employer
   - -- samples of your work (if applicable)
   - -- military service record (if applicable)
   - -- birth certificate
   - -- working permit (if applicable)
8. Plan to go alone.
9. Plan to arrive about five minutes early. Telephone if you are detained.

Subject: Language Arts/English
Content: III
Goal: B

10. General appearance suggestions:
    - clean hands and nails
    - conservative attire
    - reserved hair styling
    - shined and well-cared-for-shoes
    - neatness and cleanliness cannot be overemphasized

****

Let the students use want ads as situations around which to role play job interviews. Give them this handout to prepare for the role playing.

HINTS FOR AN INTERVIEW

1. Be patient while waiting for an interview.
2. Smile and give your name distinctly when greeting the interviewer.
3. Use a firm handshake.
4. Address interviewer by his or her name.
5. Hang up coat when invited.
6. Smoke only with permission.
7. Be seated when invited.
8. Let the interviewer take the initiative.
9. Look directly at the interviewer when speaking.
10. Verbalize to the best of your ability, avoiding slang expressions.
11. Avoid being critical.
12. Be factual when answering questions.
13. Convey genuine interest and enthusiasm.
14. Avoid discussing personal problems unless applicable to job.
15. Be prepared to relate qualifications and previous experiences.
16. Ask what duties you would be expected to perform, working hours and fringe benefits.
17. If asked, state salary desired. If salary offered is unacceptable, do not mislead the interviewer. Either you are interested or not.
18. If asked, indicate preference as to job desired. Avoid saying, "I'll take anything."
19. Inquire as to starting salary, raises and miximum salary allowed.
20. Send additional information promptly, upon request.
21. Suggest when and where you might be contacted, if necessary.
22. Leave promptly when interview is terminated.
23. Express appreciation for the interview.

Emotional Blocks to Assertive Behavior

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency: Students will describe some of the emotional blocks to assertive behavior.
Performance Indicator(s): Students are able to describe some emotional blocks to assertive behavior, provide examples of situations when emotional blocks could have prevented or did prevent assertive behavior, and discuss how a person feels when emotional blocks consistently prevent assertive behavior.

Activity Objective

Students will describe 2 emotional blocks to assertive behavior, give examples of 2 situations, and discuss what results when one consistently prevents assertive behavior.

Activity

Total Time: one class
Suggested Subject Matter Area: language arts, English
Materials/Resources: handout on "Emotional Blocks to Assertiveness"
Educator's Preparation: duplicate handout--be familiar with emotional blocks and results of preventing assertive behavior

Directions:

After briefly reviewing with students what assertive behavior is, ask them if they can remember a situation that called for assertive behavior. How did they feel? How did they act in response? Write their feelings on the board in four categories and then introduce two terms associated with emotional blocks. Discuss what happens in particular situations when a person does not assert his or her self and what the long-term effect could be.

Have students do "Emotional Blocks" worksheet. Tell them to imagine themselves in the situations described, write the number of the emotional block they would feel, and write how they would resolve the situation. Then have each student pick a situation from the sheet and role play it for the class using assertive behavior.

Finally, have the students write about a situation that affects them or someone they know. They should describe the situation, tell what emotional blocks are involved and explain how it may be resolved assertively. Their descriptions may be in the form of a diary entry, story, poem, or play.

EVALUATION: Students should be able to:
- compare past and present characteristics and abilities of themselves and an adult at birth, age 5, age 7, and present
- explain 3 causes for expansion and change
- explain how time and effort are both involved.

(See Evaluation Form for "Emotional Blocks to Assertive Behavior.")

EMOTIONAL BLOCKS

TO

ASSERTIVENESS

1. Fear of failure
2. Fear of rejection
3. Anxiety over being the center of attention
4. Desire to have everyone like them

SITUATION: You...	FEELING	RESULT
1. want someone to leave you alone.		
2. want to ask someone for a favor.		
3. feel shy at a party.		
4. want to give someone a compliment.		
5. know you should apologize for hurting someone.		
6. want to start a conversation with someone.		
7. want to turn down someone's request to borrow something.		
8. disagree with someone.		
9. want to ask someone for a date.		
10. want to tell a teacher that a grade on your paper is wrong.		

Teacher ______________________ *Date(s)* ______________________

ACTIVITY EVALUATION FORM

Emotional Blocks to Assertive Behavior

Expressing Ideas   Goal B   Grade 7

Students are able to:

1. Compare past and present characteristics and abilities of themselves and an adult at birth, age 5, age 7, and present.
2. Explain 3 causes for expansion and change.
3. Explain how time and effort are both involved.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Compare	Causes	Time
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Foreign Language

Content: Gathering and Processing Information

Goal A : Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

Activities:

Invite to class people who have taken slides during their travels in the country of the language you teach. Have them describe foreign language courses they took in school and/or college. Ask them to name what they liked best about the country. Have them describe a dish eaten there.

****

Prepare a blankwall map of the U.S. Have the students locate ethnic areas where a foreign language is spoken as a primary language.

****

Help establish and advise a club for the language you teach. Let the students celebrate the national holidays, bake the national foods for fund raisers, enjoy that country's music and art and promote community interest in the contributions of that country to contemporary United States.

****

Invite adults who have visited the country of the language you teach. Have them show their slides and tell about their travels. Have students follow their travels on maps.

****

Have the students prepare presentations on the leisure activities of the country whose language you teach.

****

Have the students take a field trip to a local travel agency. Have the students interview the travel agent about his or her life style, fringe benefits and occupational preparation.

Ask the travel agent to explain etiquette for travelers to your foreign country.

****

Subject: Language Arts/English

Content: Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

Activities:

From the classified ad section of local and regional newspapers, each student should clip three job openings which require English-related skills.

These want ads may be posted on a bulletin board under either of two categories: LOCAL JOBS or REGIONAL JOBS.

****

Have the students each choose an actor or director and research that person's life style. They can each present that person's biography orally to fellow class members.

Elia Kazan
Lawrence Langner
Robert Whitehead
George Schaefer
Max Gordon
Tyrone Guthrie
Katherine Cornell
Tallula Bankhead
Federic March
Joshua Logan
Billy Rose
Leland Heyward
George Abbot
Margaret Webster
Jose Ferrer
Laurence Olivier
Helen Hays
Sidney Poiter

****

Have the students interview former high school students who are now working. Have them report to the class the daily activities of the interviewees.

****

Have the students pantomime themselves engaged in their favorite leisure-time activities. Class members can try to guess each pantomime.

****

Have each person in the class write an advertisement for a specific landmark, or tourist attraction in their geographical area. The student should provide information which would encourage the listener to visit the landmark. Each student will deliver his or her presentation to the class.

The students can send for brochures or create original advertising bulletins for distribution during their presentations.

****

Subject: Language Arts/English
Content: IV
Goal: A

List twenty varied occupations on the board. Ask the students to choose ten or more from the list and make up a story using all ten. The story should be at least two pages in length. The students will be graded on such things as creativity, understanding of the occupations, grammar, punctuation and spelling. Resource books describing the twenty occupations listed could be made available in the classroom for easy reference. These resource books include The Occupational Handbook, The Dictionary of Occupational Titles and The Encyclopedia of Careers.

Here are examples of twenty occupations that could be used for the short story.

Waitress
Banker
Philosopher
Forest ranger
Teacher
Philanthropist
Army Officer
Oceanographer
Architect
Interior decorator
Truck driver
Hair stylist
Football player
Mechanic
Weather forecaster
Secretary
Lawyer
Air traffic controller
Civil engineer
Jeweler

****

Many students in Independent Study classes have chosen to research occupations they show interest in. Using library facilities, guidance office materials and responses to correspondence, students have garnered practical and important information about occupations. For example, one student contracted to study the financial aspects of upholstering. In the process, he contacted several small merchants, and got first-hand information about current charges and material costs. He also became interested in the history of upholstering--even in the term itself.

****

Subject: Language Arts

Content: Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

PERSONAL ROLES

Tell the class that they are going to concentrate now on their own personal roles. It may surprise them to see themselves in terms of how many roles they assume. This is certainly knowledge well worth having since it helps in analyzing the dynamics of having those inevitable "good" and "bad" days. Understanding of one's roles helps in relating to others successfully, selecting work and leisure activities, and making decisions.

1. Remind the class of the four role categories they worked with when they examined the concept of ROLES in terms of ACTIVITIES. The main roles of individuals are:

   citizen
   family member
   worker
   "leisurer"

2. Distribute copies of "Industrial Society Family Units" to everyone and read over the descriptions. Explain that a person's role as family member is determined largely according to the structure of his or her family unit just as an individual's role of worker is determined largely according to his or her particular occupation.

   Lots of possibility for an interesting discussion period here. The current breaking down of sex role stereotyping in our society has had a lot to do with family units being re-structured. Young people are opting for heretofore atypical family units while many members of established units are choosing alternatives either for themselves as individuals or for their family as a whole.

   ---

3. Distribute copies of "Citizen, Family, Work and Leisure Activities." Provide ample time for the students to think through the information requested and fill in the forms.

4. Next have each student describe his or her present life in terms of the personal roles he or she assumes. This description may be expressed in words in the form of a written composition; or in pictures in the form of a series of sketches, a photographic essay, or a collage. Tell the students to keep in mind their new awareness of the meaning

of ROLE and to use the information they have written on the activities handout forms as a basis for their personal descriptions.

430

Subject: Language Arts
Content: IV
Goal: A

INDUSTRIAL SOCIETY FAMILY UNITS

Nuclear Family	This includes father, mother, and child or children.
Single Parent Family	This includes one parent and child or children.
Blended Family	This includes two parents, their child or children from previous marriages. It can also include the child or children from the present marriage.
Extended Family	This includes two or more nuclear families living together in the same household or parts of nuclear families. It may also include grandparents, aunts, uncles, cousins, etc.
Communal Family	This includes people who share living facilities and/or sources of livelihood.
Single People	This includes unmarried people who live alone.
Pair Bond	This includes pairs of unmarried people who share living facilities.
Childless Couple	This includes married couples without children.

(Taken from E. Bernhardt, You: Deciding and Planning (7-9), 1976, p. 36.)

Subject: Language Arts
Content: IV
Goal: A

CITIZEN ACTIVITIES

1. List your community, church, and student government involvements.

____

____

____

2. What is needed for this citizen involvement in terms of:
   - time? ______________________________
   - money? ______________________________
   - setting? ______________________________
   - other people? ______________________________

3. Which of these citizen activities do you see extending into your future life beyond high school, and how?

____

____

____

FAMILY ACTIVITIES

1. Describe your family unit. ______________________________

____

2. List the activities in which you are involved with other members of your family (at home or elsewhere).

____

____

3. List the activities in which you, because you are a member of your family, engage alone (at home).

____

____

432

Subject: Language Arts
Content: IV
Goal: A

4. Describe the type of family unit in which you see yourself:

- in 10 years ____________ Why? ______________
____
- in 30 years ____________ Why? ______________
____

WORK ACTIVITIES

1. List a few of your strong interests.

____
____

2. Describe your present work activities (school, home, jobs).

____
____
____
____

3. Which future occupations do you see yourself involved in that would combine any of your strong interests and present work experiences?

____
____

LEISURE ACTIVITIES

1. List your hobbies, club involvements, and extra-curricular activities.

____
____

2. What is needed for these leisure involvements in terms of:

- time? ______________________________________
- money? _____________________________________

Subject: Language Arts
Content: IV
Goal: A

- setting? ______________________________

- other people? ______________________________

3. Do you need a quiet, inactive time each day? _______ If so, how do you arrange it?

____

Do you schedule it daily or have it only when there's extra time?

____

4. Which of these leisure activities do you see extending into your future life beyond high school and how?

____

____

____

Subject: Language Arts

Content: Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

SETTINGS

Tell the class that they will be looking at the concept of SETTING. Attention will first be given to the actual, physical appearance of a setting. Then they will concentrate on the overall setting environment--time, people involved, and the degree to which the setting can be influenced by those in it.

1. Post the following definition in a visible place:

   Setting 1. actual physical surroundings or scenery whether real, as of a garden, or artificial, as on stage (Webster's New World Dictionary, 1968, p. 1334).

2. Refer everyone to the definition of setting which you have posted. Read over it aloud and explain that you are going to call out four topics, each of which you want the students to consider in terms of the "actual physical surroundings" of which the setting topic is composed. For example, if you were to call out the topic "circus tent" the students would brainstorm some thoughts about the many actual features that go into making up a circus tent setting (such as high wires, cages, spot lights, popcorn smells, bright colors, animal sounds, etc.). Each student would make a list of everything he or she sees as being part of a circus tent setting.

   Call out the topics below one at a time allowing five-minute intervals after each topic is named. Warn the students that they will have only five minutes to draw up each list.

   I. A particular community (geographical location, size, etc.)

   II. A home (house or apartment, landscaping, inside decor, etc.)

   III. A workplace (indoor or outdoor, size, office or otherwise, etc.)

   IV. A recreational place (indoor or outdoor, facility features, etc.).

3. When the class has finished the previous step and reasembled as a whole, post this second definition of setting:

Setting 2. time and place, environment, background, or surroundings, as of a story, poem, person's life, etc. (Webster's New World Dictionary, 1968, p. 1334).

Read over this second definition and briefly discuss with the students the difference between it and the first definition posted.

4. Distribute a copy of settings to each class member. Ask them to read through the list of thirty settings and to think about whether they would prefer being in that setting alone, with one other person, or with two or more others. They are to check the appropriate column of their choice for each setting.

5. Talk with the class about SETTING. As they have noted on the brainstormed lists they made up in step (3) any setting is composed of actual physical features. Ask the students to name their preferences for:

- a geographical local
- a community size
- a home style
- a work site
- recreational setting

Settings remain constant in their physical makeup but the effect a setting has on an individual can change according to time, weather, and the number of people who are or are not present. Ask the students about their preferences expressed on the settings handout.

- Are you most happy in many of these settings alone? With one other person? With a group?
- What difference does it make if the other person or people are strangers?
- How many of the settings would you be equally comfortable in either alone or with others?

6. Explain to the class that another important aspect of any setting is the extent to which it can be influenced by the people in it. For example, the influence I am able to exert on a snowstorm in which I am driving is minimal--I cannot control the storm at all and my control of the car is limited. It is helpful to analyze the amount of influence we have on our settings because it will determine, to a great degree, the role(s) we assume and carry out within the settings.

Tell the class that you will act as recorder now during a brainstorming session. The subject which they will be dealing with is their school setting. They are to brainstorm how they would like that setting to ideally be. As ideas are called out write them on the board on on a piece of newsprint.

Subject: Language Arts
Content: IV
Goal: A

7. After about 5-10 minutes of brainstorming go back over the list with the students and consider how much influence different people would have in affecting the change (or, if the feature already exists, how much influence various people had in its development).

   - How much do you, as students, influence the school setting?
   - What influence do I as a teacher have on the school setting? What about the principal? The school board? Your parents? The voters?
   - Who actually influences the school setting the most? (Be sure and look here at the whole cycle: students, teachers, administration, school board, and voters--many of whom are parents and/or educators.)

> Don't let this discussion turn into a gripe session. There may be lots of feelings expressed, just be sure to keep the focus on the idea of SETTINGS and how people influence them. The idea is a valuable one to explore since the students are now frequently having to make important career decisions which involve a choice of setting (environment).

8. Finally have the students describe their present life styles in terms of the settings in which they function. They should keep in mind the various environmental components that go into their five major settings (community, home, school, work, recreation). Descriptions may be in the form of a written composition, a series of sketches, photographic essay, or a collage.

Subject: Language Arts
Content: IV
Goal: A

SETTINGS

ALONE	1 PERSON	2 OR MORE PEOPLE	SETTING
			1. At home at midnight.
			2. In a tropical forest at dawn.
			3. Here at school on a Saturday morning with all facilities open to you.
			4. Swimming in the ocean
			5. In your favorite shopping area.
			6. At a fine restaurant for dinner.
			7. Attending a high school (home) football game.
			8. Horseback riding on a well-defined path within a five-mile radius in the Colorado Rockies.
			9. On your front porch or lawn at home in the early evening.
			10. At an ice skating rink.
			11. At home on a Saturday afternoon.
			12. In a library.
			13. Aboard a train for 15 hours in a roommet.
			14. Horseback riding within a fifty-mile radius in the Colorado Rockies.
			15. At a food store.
			16. Taking a walk through your favorite spot.
			17. Aboard a Greyhound bus for 15 hours.
			18. Working in your vegetable or flower garden, or mayben even your own greenhouse.
			19. At a church service.
			20. Sightseeing in Washington, D.C.
			21. In your kitchen preparing a meal.
			22. Driving around town in a car on a summer evening.
			23. In a cemetery at a relative's grave.
			24. Watching television at home.
			25. Swimming in a pool.
			26. In a museum of art, or other type of exhibition.

Subject: Language Arts
Content: IV
Goal: A

ALONE	1 PERSON	2 OR MORE PEOPLE	SETTING
			27. Exercising or working out in a gym.
			28. Driving a car in bad weather.
			29. In an elevator.
			30. Working on an assignment in ca classroom.

Subject: Language Arts

Content: Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

EVENTS

Tell the class that they are going to look at the concept of EVENTS. They will explore how events are related to people, how events affect people, and how people deal with events.

1. Discuss with the class the many ways in which people today are informed of world events:

   - television news broadcasts
   - radio news broadcasts
   - special film documentaries on television
   - radio and television on-the-spot news coverage
   - radio and television panel and talk shows
   - newspapers
   - news magazines
   - "quickie" novels such as *All the President's Men* by Carl Bernstein and Bob Woodward
   - "quickie" movies whose plots are based on a current event.

   The media today offers the public the opportunity to stay informed about what is happening throughout the world. Because we are kept better informed of events they are more likely to affect our lives. Our outlook, career planning choices, and relationships with other people are more greatly influenced by current events than was the case with people fifty or one hundred years ago.

2. Using some copies of current newspapers or news magazines as resource guides, make a list of about fifteen events of particular interest to the students. Let the class brainstorm with you and write the list on the board or on a large piece of newsprint.

3. Ask each student to select one of the listed events. During the next couple of days the students are to compile two kinds of information about the event they have chosen--(1) sources of information about the event, and (2) influence of the event on the students' lives.

   a. The student should seek out as many sources as possible which provide information about that event. These sources are to be listed and brought back to class.

440

> You can require detailed lists or general ones. This is a good opportunity for the students to practice doing research and in this case you could require a sort of bibliographic listing of resources. In the case of news broadcasts have the students write network or station title as well as broadcast time.

b. The student will note the influence of this event on his or her life by talking to teachers and family members. In each of their own classes (as well as this one) tell the students to ask their teachers about how the event chosen will affect (if at all) that particular area of endeavor. For example, in the field of chemistry, how is research and other work affected by an event such as the Olympics? At home, the students should talk over the event with members of their families and decide how the event might affect them. For example, a family may decide to vacation at the place where an event such as the Olympics is to take place.

4. During a later class meeting allow some time for the students to share their findings and discuss how the event they chose to research is affecting them.

5. Re-post the list of events drawn up in step (2) or, together with the class, make up a new list of current events which they find particularly interesting. Again ask the students to each select one.

6. Individually or in small groups the students are to provide the rest of the class with some coverage of the event they have chosen. They may do this in one of three ways:

   a. Write a news article and read it to the class.

   > This is a good time to bring up the subject of personal biases found in news coverage. A reporter's task is to objectively provide the facts. In such items as editorials the writer has license to bring in personal opinions.

   b. Role play a radio or television newscast and provide on-the-scene coverage and interviews.

   c. Compose a short fictional story using the event as the basis for the plot.

7. During a later class meeting let the students read or role play their news report.

Subject: Language Arts
Content: IV
Goal: A

8. Discuss with the class the implications that events, big and small, have in their lives. What they have dealt with primarily in this activity are events which affect large numbers of people. Of equal importance to each of them are those many events which affect them personally or as members of a particular farmily or community. The occurrence of a broken leg or a death in the family, or a flood in the community are difficult events which must be dealt with on a more personal level. Each person will deal with such "happenings" in his or her individual manner.

Alfred S. Alschuler, director of the Program on Humanistic Education at the State University of New York, proposes a six-step process useful in examining the effect of a traumatic event on the life of an individual.

"1. Focus attention on what is happening here and now by creating moderate novelty that is slightly different from what is expected.
2. Provide an intense integrated experience of the desired new thoughts, actions and feelings.
3. Help the person make sense out of his experience by attempting to conceptualize what happened.
4. Relate the experience to the person's values, goals, behavior and relationships with others.
5. Stabilize the new thought, action and feelings through practice.
6. Internalize the changes."
(Burns & Brooks, eds., 1970, p. 328)

Alschuler focuses on the here and now and explains that traumatic experiences include new thoughts, actions and feelings which disrupt a familiar pattern of living or a belief. Continuities are broken and the person affected must establish new continuities. He or she must work through an initial period of confusion and begin to make some sense out of what happened. Consequences of an unusualy personal event eventually become clearer and changes which must be made become more familiar. (Burns & Brooks, eds., 1970, pp. 327-328)

The six-step process outlined by Alschuler describes a sequence of experience based learning steps useful for helping students prepare to deal with major personal events. More information for using this process is provided in Chapter 22 of *Curriculum Design in a Changing Society* (1970).

9. Talk together about the difference between an individual dealing with an event (the athlete who has just won a gold medal in the Olympics), a community dealing with an event (the people of a community welcoming back their native gold medal winner) and nations dealing with an event (the country announced as the winner of the most gold medals). In many cases there is an overlap which affect those involved differently (the African countries who withdrew from the 1976 Summer Olympic participation out of protest and those individual African athletes who had spent so much time preparing to compete). Ask the students to describe similar situations and ways in which they, as individuals, might react.

10. The students are now to add a concluding section and identify major events that are presently influencing their lives. This is to be done using a written composition, series or sketches, photographic essay, or collage. This time the students will also be looking at their roles and their settings in order to describe the effects that events are having on their lives. In this final composition the students will be looking at their life styles according to roles they assume, settings in which they function, and the overall influence of major events (world-wide and personal).

Subject: Language Arts

Content: Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

FUTURE LIFE STYLES

1. Ask the students to list on a piece of paper six of their primary current roles (family, work, leisure, etc.).
2. Next to the list of roles tell the students to name the settings in which they carry on the business of their lives (recreational, work, home, etc.).
3. Below these lists ask the pupils to write the following incomplete sentence, "My style of life is. . . ." Using the information they have accumulated in their personal portfolios as well as the ideas they have listed on the top of this page tell the class that you want them to complete the sentence and write a paragraph describing their life styles today.
4. Repeat the above process but this time the students are to THINK FUTURE and list future roles they see for themselves, future settings, and then complete the sentence, "In fifteen years my style of life will be. . . ."
5. Discuss the concept of life style:
    - When you leave your parents' home what life style will you choose (a counter-culture subsistence type of life style, big-city apartment complex living, etc.)?
    - Do you hope to travel much in your free time?
    - Will you prefer living alone?

> Be open-minded and don't judge the ideas which emerge in this discussion. Allow students to examine their life style plans and help them see whether or not these plans are compatible with the person they know themselves to be.

Gathering and
Processing Info
Goal A
P.I. 1, 2
Grade 8

Future Settings

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will predict their feelings in a variety of potential settings.
Performance Indicator(s): Students will be able to provide examples of a variety of settings that might take place in the future and predict their feelings in a variety of possible future settings.

Activity Objective

Students will discuss a variety of possible future settings and their feelings in each.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: language
Materials/Resources: none
Educator's Preparation: preparation: be familiar with entire activity

Directions:

Tell the students they will be going on a short fantasy trip to the future. Have them shut their eyes and imagine that they are working at their future job. Call attention to details such as where the job is, what type of work and conditions are there, what type of people surround them, and any other details that come to mind. Continue this type of fantasy through a leisure setting, the hospital, a nursing home, a courtroom, and etc.

After the fantasy, review with the class the basic feelings: happiness, sadness, fear, surprise, anger, and pride.

Have the students recall the settings they discussed and ask them to predict the feelings they would have in each of the settings they imagined.

EVALUATION: Students should be able to:
- provide 4 examples of possible future settings
- predict their feelings in each of the above box settings

(See Evaluation Form for "Future Settings.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Future Settings

Gathering and Processing Information Goal A Grade 8

Students are able to:

1. provide four examples of possible future settings
2. predict their feelings in each of the above settings

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. examples	2. feelings
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Gathering and
Processing Info
Goal A
P.I. 1
Grade 9

Activity Diary

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will analyze how life roles, settings, and events determine preferred life styles.
Performance Indicator(s): Students will be able to explain the interrelationship of life roles, settings, and events to life styles.

Activity Objective

Students will discuss how life roles, settings, and events influence life style.

Activity

Total Time: 1 or 2 class periods
Suggested Subject Matter Area: language arts, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Introduce the activity by writing the word "role" on the board and asking the students to brainstorm for a few minutes on what the word means. On another section of the board write the word "setting", and again brainstorm for a few minutes on what this word means.

When several possible definitions have been generated, try to pull some of them together into definitions of role and setting that will be concise yet still include the following concepts:
--role: the usual behavior of a person in a given situation
--setting: the particular location where an activity takes place or a role is performed

Initiate a class discussion using the following stimulus questions:
- Can you think of times when you might act differently (i.e., change roles) depending upon the group you are with?
- Do you act the same when you eat lunch at school with your friends and when you eat at home with your family? Why? Why not?
- Can you think of other activities you might do differently when you are with your friends than when you are with adults?
- Do you ever act differently (i.e., assume different roles) when you are with the same group of friends? For example, do you act the same way with friends at a basketball game as you do at a movie? Why? Why not?
- Do you always play the same role at home, or do you sometimes play different roles? Explain.
- How do you feel about the roles you play at school? at home? with friends? Are you happy with the way you act?

- Do you like the way you act in one setting better than the way you act in another?
- Is it O.K. for a person to act the same way in every setting? Is it O.K. for him or her to change from setting to setting?

Give students their choice of the following assignments:

- You are a private investigator who has been hired to observe Mr. Anonymous (Ms. Incognito) and submit a detailed report on his/her daily activities. Assume that you have just completed the observation and the activity data sheets you have before you contain all the information you have collected on the person. Submit a written report to the person who hired you describing Mr. Anonymous (or Ms. Incognito) in detail. Consider such questions as:
  --Does this person do a lot of different things?
  --How many roles does the person play? What are they?
  --Do the roles he or she plays change from setting to setting? Why? Why not?
  --Do the roles played depend on the people involved in the activity or setting? Explain.
  --Are there some roles that this person likes more than others? Why?
  --Is he or she basically happy with the roles played?
  --In which setting is this person happiest?
  --With which people is she or he most comfortable?
  --What activities does this person like least? most?
  --Can you tell what things in life this person things are most important?
  --If you observed this person again tomorrow, how different do you think his or her schedule would be?

- You are a visitor from another planet who has come to planet Earth for one day. When you first arrived you decided to pick out one interesting person and follow her or him all day long to see exactly what living on Earth is like. You have done this and have recorded what you saw on the data sheets. You are now returning to your planet and must report on what you observed. The people on your home planet live a very different life than the people on Earth. How will you describe your person and his or her activities to them? Record your description on paper through writing and/or pictures.

- It is now the year 2000 A.D. and your teenage children have just found your activity data sheet while going through some of your old school things you have kept in the attic. What can they tell about their mother (father) as a teenager? What things will confuse them? Which activities will be different? Will they be surprised about the things you did as a teenager? How many of the activities you have recorded will be activities they have seen you doing? Write a short paper answering the above questions.

Processing this activity in any of the above ways allows students to describe their roles and their activities in a non-threatening atmosphere.

Provide time after the descriptions are completed for students to share their work in small groups. They will then be able to see some of the similarities and differences which exist among the roles they and their classmates play. Have each small group select a recorder who will list these similarities and differences on newsprint. Each group will then hang their list somewhere in the room for others to see. These lists can then be used as topics for class discussions.

EVALUATION: Students should be able to:

- give one example of the influence roles have on life styles
- give one example of the influence settings have on life styles
- give one example of the influence important events have on life style

(See Evaluation Form for "Activity Diary.")

Teacher ______________________ *Date(s)* ______________________

ACTIVITY EVALUATION FORM

Activity Diary

Gathering and Processing Information Goal A Grade 9

Students are able to:

1. give one example of the influence roles have on life styles
2. give one example of the influence settings have on life styles
3. give one example of the influence important events have on life styles

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. roles	2. settings	3. events
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Gathering and
Processing Info
Goal A
P.I. 2
Grade 11

FANTASY SETTING

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will determine how life roles, settings, and events have influenced their present life styles.
Performance Indicator(s): Students will be able to describe the life roles, settings, and events that they have control over and explain how these have influenced their present life styles.

Activity Objective

Students will discuss how some life roles, settings, and events influence their life styles.

Activity

Total Time: one class period
Suggested Subject Matter Area: math, language, social studies, health
Materials/Resources: fantasy story resource page
Educator's Preparation: be familiar with entire activity; prepare resource page

Directions:

Use a fantasy trip to help students get in touch with their life styles as depicted by a setting they personally maintain (e.g., their room at home). Even though many students may share bedrooms and responsibility for maintenance of such with other family members, they probably have more responsibility for establishing and maintaining their own individual environments within this setting than within any other. A suggested fantasy trip for this activity is found below, but you might want to create your own that would emphasize more the elements and learnings of your own particular subject matter area. Use preliminary relaxation exercises to prepare the students for the fantasy and then proceed slowly through the experience to maximize learning.

Give students an opportunity to share their fantasy experiences if they want to do so. Have them break into groups of three or four and share with the other group members what object they brought with them when they returned and why. Any sharing of this type should be voluntary. Forcing a student to communicate in this type of activity will negate the positive effects and provide a deterrent to future participation in such activities.

The following questions are listed so that you can use those that pertain to your specific class.

Mathematics:

- How many different sets of objects in your room? Label these.
- Describe your room in terms of height, length, width, volume, and square feet of floor space. Use your own body length as the basic unit.
- Give the dimensions of your room using the metric system.
- How much open floor space is there is your room (give units)?
- Figure the amount of paint, wallpaper, or carpet required for your room.

Language Arts:

- Give a complete verbal description of your room.
- Describe your room in terms of the objects in it that you use everyday.
- If your walls could talk, what would they say about the things they have heard in your room during the past two months? (Good place to introduce the term "personification".)
- What is the reaction of your room to your friends? to the other members of your family? What is their reaction to your room?

Social Studies:

- What objects are in your room that would not have been in your parents' rooms when they were your age?
- How could a stranger walking into your room tell it belonged to a teenager of the '80s? Describe.
- What objects in your room are there because of the United States engaging in foreign trade?
- If your family suddenly decided to move to Australia (or any other geographical location), what objects in your room would it be unnecessary to take? Explain.

Health and Safety:

- Does your room have adequate ventilation? Is there fresh air?
- Is there good illumination in your room for reading? From what sources?
- Is there a fire escape? Are there any fire hazards? Do you have three-pronged electrical plugs?
- Does the furniture in your room interfere with normal activity?
- Do you constantly bump into things and hurt yourself because of the way the room is arranged?
- This class is presenting a "Safe Room of the Year" award. Why should your room get it? Explain.
- Suppose you develop an allergy to dust. How will you change your room?

When students have had time to complete this portion of the activity, have them bring their results to class. Ask for volunteers to share their descriptions with the rest of the class. Use this opportunity to emphasize the existence of similarities as well as individual differences among people and their settings. Encourage students to think about what their descriptions say about their life styles. Ask them to look at the two different ways they described their rooms. Would a person examining both descriptions know they were descriptions of the same room? Do the two different descriptions present quite different views of the room?

EVALUATION: Students should be able to:

- describe four life roles, settings, and events they have had control over
- explain how the above have influenced their present life style

(See Evaluation Form for "Fantasy Setting.")

FANTASY STORY

"You are lying in your bed at home having just awakened from a very peaceful sleep.....All the house is extremely quiet since the rest of the family has already left for the morning .....Before you look around the room, you roll over on your back, take a deep breath, and relax even more.....As you slowly open your eyes you see the ceiling above you..... Raise your hand toward the ceiling and pretend that you can touch it.....What does it feel like?.....Is it rough?..... Smooth?.....What is the texture?.....Can you determine what material it is made of?.....Has it been painted?.....What is the color?.....How far did you have to reach to touch it?..... Is there a light in the center of the ceiling?.....Gradually let your eyes come down from the ceiling along the walls..... Are they a different texture from the ceiling?.....Color?..... If you reach over and touch a wall, what does it feel like?..... Do you notice a difference in temperature between the air in the room and the wall?......Why?.....Are there any shadows on the wall?.....What is causing them?.....Where are the openings in the walls?.....Are the doors open?.....Windows open?.....Why are they placed where they are?.....What would someone see if they were looking in the window now?..... Still lying on your back, try to see as much of the floor as possible.....Is it carpeted?.....Tiled?.....Wooden?.....Slowly slip one foot from out of the cover and place it on the floor.....What does it feel like?.....Cold?.....Warm?..... Smooth?.....Gently slip both feet to the floor and sit on the edge of your bed.....Does the room look different from this position?.....How?.....Take a minute to think about the things you have just seen.....The walls, ceiling, windows, doors and floor are probably only a small part of your room.....What other things are in the room?.....Slowly gaze around the room and look carefully at the objects that are there.....Did you choose pieces of furniture and other articles you see?.....Do these reflect your tastes and interests?.....Concentrate for a minute on the one thing in your room you like most.....It may be a color.....an area.....a record.....a piece of furniture..... a stuffed animal.....a book.....or anything else you see.....Why do you like it?.....Was it a gift or something you bought for yourself?.....Something you made?.....Does it show anything about the type of person you are?.....Is it worth a lot of money?.....Leave that object or thing now and think for a minute about yourself.....Try to get in touch with your feelings and the picture of yourself you think you present to others..... Are the two the same? Come back to your room now and look for that object in your room that is most like the person you think yourself to be.....The object may be anything from a football to a book of stamps to the ceiling or the closet.....Why is it like you as a person?.....How are you the same?.....Different? .....Are there other things in your room that also reveal a lot about the type of person you feel yourself to be?.....What are they?.....It is almost time to leave your room for the day .....Before you get up from your bed to leave pretend for a minute that when you walk out of your room this morning you will never walk back into it.....Knowing this you want to take one thing with you as you leave.....Look around the room and think what you want to take.....Remember that it can only be one thing.....Now get up from your bed and go to the thing you have chosen to take with you.....Pick it up.....Look at it closely.....Think about why you want this particular thing to come with you.....Continue to think about that object as you return with it to the classroom....."

Reorient the students to the classroom before closing the fantasy and asking them to open their eyes.

Teacher________________________________ Date(s)____________________

ACTIVITY EVALUATION FORM

FANTASY SETTING

Gathering and Processing Information Goal A Grade 11

Students are able to:

1. describe four life roles, settings, and events they have had control over
2. explain how the above have influenced their present life styles

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. explain
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Subject: Language Arts/English

Content: Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in daily lives.

Activities:

If possible, secure a set of phone books for your classroom or copy appropriate pages, or ask students to bring their own phone books and have extras available. Have students locate the following numbers: doctor, hospital emergency room, license bureau, an eating establishment that delivers, state or local agencies which supply food stamps, job and family counseling, and transportation.

****

Discuss the various sections of the newspaper (i.e., editorial, classifieds, entertainment, etc.) and the purpose of each. Then give students newspapers and have them cut out and label examples of each section.

Various writing activities that could be implemented include:

writing you own obituary;
writing a classified ad;
writing a letter of inquiry in response to a classified ad;
writing a "Dear Abby" letter;
having students exchange letters, and then answering each other's letters.

****

Distribute three copies of the handout titled OCCUPATIONAL EXPLORATION to each student. Have them use the forms to interview three adults whose work is interesting. Tell them to omit the indented items under "Occupation." (They can fill this in later if you choose to teach them to decode the classification numbers of the occupations in the D.O.T.)

OCCUPATIONAL EXPLORATION

Student's name ____________________ Date ________________

Person Interviewed ______________________________________

Occupation ____

D.O.T. number ____________ . ____________________

(Information to left of decimal):
Occupational Category ____________________________
Occupational Division ____________________________
Occupational Group _______________________________

Subject: Language Arts/English
Content: IV
Goal: B

(Information to right of decimal):
Relationship to Data ____________________
Relationship to People ____________________
Relationship to Things ____________________

Occupational Preparation ____________________
High School ____________________
Technical or Special ____________________
College ____________________
Graduate or Professional School ____________________

INTERVIEW QUESTIONS

1. What is your present position?
2. How long have you held the position?
3. What are the duties of your occupation?
4. How much education is required?
5. What special training is needed?
6. What is the average annual income for persons in your occupation? What is the top income expected?
7. What will be the need for a worker in this occupation 25 years from now?
8. What do you like most about your occupation?
9. What do you like least?

****

Have your guidance counselor help you introduce the standard job reference book, the Dictionary of Occupational Titles. It is put out by the U.S. Department of Labor. It has a complete listing of 24,000 jobs existing in our economy. Volume I lists (in alphabetical order) and defines the occupations. Volume II demonstrates a method of grouping jobs to show how they are interested and classifies the abilities, vocational experiences, and potentials of workers.

The use of Volume I is quite obvious. The use of Volume II can be taught by sequentially developing the digits, first, to the left of the decimal point and then to the right. If you choose to teach this, the students can practice by supplying the indented items under "Occupation" on the handout titled OCCUPATIONAL EXPLORATION.

Divide a loose-leaf notebook into the nine occupational categories of the Dictionary of Occupational Titles. Write one occupational category name and number on each index tab.

Subject: Language Arts/English
Content: IV
Goal: B

0 professional and technical
1 managerial occupations
2 clerical and sales occupations
3 service occupations
4 farming, fishery and forestry occupations
5 processing occupations
6 machine trades occupations
7 bench work occupations
8 structural occupations
9 miscellaneous occupations

Have the students sort and place their interview forms in the different sections of the notebook you prepared above. (This will correspond with the starred * item on the handout titled OCCUPATIONAL EXPLORATION.)

****

Subject: Foreign Language

Content: Gathering and Processing Information

Goal B : Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Activities:

Have the students work in small groups to list situations in which knowledge of Spanish (or other foreign language) will be helpful.

****

Draw a large dollar sign on the blackboard. Say, "How many of you are interested in this? Do you think this class could ever mean this to you? Today we are going to see if there is a need for anyone who can use a foreign language here in the United States. We will also find out what this could mean in terms of dollars and cents."

Have the students number a piece of paper from 1 to 10 and write true or false for each of these statements, which you read aloud:

1. The use of foreign language in the United States is restricted only to teaching positions in the public schools.
2. There are less than one million people living in the United States that cannot speak English as a major language.
3. The United States has the fifth largest Spanish-speaking population in the world.
4. Many United States business firms, which do international business, are not willing to pay the approximately $150.00 per day to teach someone a foreign language skill. (Note for teacher: there are 100 applicants for every 15 jobs today in the United States which are foreign language related.
5. There are close to 400 radio stations in the United States that broadcast almost entirely in a foreign language.
6. In some states of the United States, teachers are now required to teach subjects like math and history in the Spanish language.

7. A person with a foreign language skill does not have the opportunity to earn more money during his or her other lifetime than someone without a skill in a foreign language. Note: A person with a foreign language skill automatically starts at one step (gross salary) higher.

8. The United States government is the largest employer of people with a foreign language ability.

9. In preparing for a career, the combined study of a foreign language with another subject area, such as science, law, medicine, business or education is better than studying only a foreign language as far as future employment prospects are concerned.

Go over the statements and give answers and information on the need for foreign language skills for jobs in the United States.

Distribute to each student a sheet from The New York Times want ads advertising jobs requiring skill in foreign language. Have the students cut and paste these onto pieces of paper. Display these on a bulletin board.

Point out that there are also many jobs where foreign language skill is a key asset in a sharply competitive job market. Note also that a knowledge of foreign language can be combined with a wide variety of fields to make a person more versatile and give him or her many more opportunities.

****

Have a "pot luck" tasting party. Students will bring prepared dishes from the country of the language you teach. You may want to do this to celebrate the end of school or a holiday of that country. Bring in a copy of the Time-Life cookbook of foods of the country you teach.

****

Have the students list all the Federal government agencies in their area. Assign to each student the task of finding out if a foreign language is used by the workers in one of the agencies; if so, what it is.

> The Federal government is the largest single employer of persons with foreign language background.

****

Subject: Foreign Language
Content: IV
Goal: B

Obtain copies of newspapers from large metropolitan areas. Have the students clip want ads for jobs requesting or requiring foreign language background. Paste the want ads on a chart paper. Repeat this activity once a month, adding to the list.

****

Have the students write letters to compile a list of voluntary agencies where foreign language is used: Action, Peace Corps, and American Red Cross.

****

Contact a foreign consulate in the city nearest you. If possible, travel there. Look at all the foreign language--related occupations. In addition, have the students find out about the civil laws which apply to residents and/or travelers to that country.

****

Invite a travel agent to present a range of fares and schedules of travel to the country of your foreign language. Ask him or her to bring travel posters to enhance the room's atmosphere.

****

Have the students write to the U.S. Department of Labor and obtain publications on jobs in other lands.

Have them list five different kinds of jobs which are available in other countries. Ask them to find which countries offer the most opportunities for foreign employment. Have them write papers describing which countries would be most desirable to live in and why.

****

Using the D.O.T. as a reference, have each student select a foreign language-related job that sounds appealing and write a short summary of it. Included should be:
- -- education required
- -- chances for employment
- -- salary to be expected
- -- working hours
- -- job location

Have them share their summaries with each other.

****

Subject: Foreign Language
Content: IV
Goal: B

Have the students use the Yellow Pages to compile a list of businesses which they think might employ people with foreign language skills. They should also get addresses of U.S. government offices. (The Federal Government is the biggest single employer of bi-lingual employees.) Have them make copies of this letter in their own handwriting and send it to one of the businesses or government agencies:

> Dear Personnel Director:
>
> The Foreign Language Department of ________________ is currently polling certain businesses and community organizations in the (your) area in an effort to determine the extent to which the knowledge of a foreign language might serve as an auxiliary job skill. Your cooperation in returning this questionnaire is greatly appreciated. A self-addressed, stamped envelope is enclosed for your convenience. Thank you.
>
> Yours truly,
>
> Stella Standard

Have each student enclose a duplicated copy of this questionnaire:

1. Would the knowledge of a foreign language facilitate the performance of any of your present employees, or be a factor in the selection of a job candidate, assuming that he or she met all other qualifications?
   ______________ yes ______________ no
2. What job(s) or position(s)? ______________________
   Is a college degree required? _____ yes _____ no
3. What languages? ______________________________
4. Which of the following language skills would be involved?
   __________ reading __________ writing
   __________ conversation __________ translation
5. Would native fluency be required?
   __________ yes __________ no

Additional Comments:

Then have the students post the names of businesses which answered yes to question 1. Under each business list its answers to questions 2 and 3.

****

Subject: Foreign Language
Content: IV
Goal: B

"You are a bilingual secretary for Ralson Purina Co. Complete the following activities in order to show that you are qualified for your position."

a. Select one of the Spanish telephone directories and make a listing of as many names as you can find that appear more than 25 times.

b. Write out the following dates found on letterheads in English (Worksheet): 2/IV/75, 8/IX/72, 3/I/70, and 5/VIII/76.

c. Under what letter would you file each of the following names?
   1. Jose Luis Echeverria Alvarez
   2. Ma de Jesus G. De Ortega y Gasset

d. Choose one page of a Spanish telephone directory and address 5 sample envelopes of addresses from that page. List the directory and page number at the top of each envelope.

****

Distribute copies of the list of occupations. Have the students work in small groups of 3. They will select an occupation and list possible advantages and disadvantages. Then have each group read its list aloud to the rest of the class.

-- Actress
-- Anthropologist
-- Composer
-- Customs Examiner
-- Diplomat
-- Drama Coach
-- Essayist or Author
-- Export Clerk
-- FBI Agent
-- Flight Attendant
-- Foreign Clerk
-- Foreign Correspondent
-- Foreign Exchange Clerk
-- Foreign News Interpreter
-- Historian
-- Immigration Inspector
-- Information Clerk
-- Lawyer
-- Librarian
-- Medical Assistant
-- Messenger
-- Missionary

Subject: Foreign Language
Content: IV
Goal: B

- -- Musician
- -- Physician
- -- Receptionist
- -- Sales Representative
- -- Social Worker
- -- Stenographer
- -- Teacher
- -- Translator
- -- Travel Agent
- -- Travel Guide
- -- Tutor

****

Subject: Language Arts/English

Content: Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Activities:

Have students write and/or discuss the following topics:

1. Things I like about being a boy/girl.
2. As a boy/girl I'm expected to . . .
3. As a boy/girl I'm expected to never . . .
4. Something I'm looking forward to about becoming an adult man/woman.
5. If I were a member of the opposite sex . . .
6. A time I was treated according to sexual stereotype.
7. Ways I plan to be different from adult males/females I know.

****

Have students cut pictures from magazines showing the sexes in stereotypical and non-stereotypical ways. Use pictures to construct a bulletin board.

****

Bring in a collection of children's books and have students examine for examples of stereotyped or non-stereotyped pictures, words, or language.

****

An excellent film for showing high school students how advertising sends messages about women's roles and images is "Killing Us Softly." It may be rented or purchased from Cambridge Documentary Films, Box 385, Cambridge, MA 02139.

****

Subject: Language Arts/English

Content: Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Activity:

Read the following list of activities. Ask students to put an M (for male) for each item that they usually see men or boys doing and to put F (for female) for each item they usually associate with activities done by women or girls.

Who usually?

1. plays hockey
2. drives a tractor
3. vacuums a rug
4. sings in a band
5. changes a diaper
6. plays pool
7. patches jeans
8. fixes a car
9. bakes cookies
10. has a baby
11. digs a ditch
12. types a letter
13. prescribes medicine
14. washes dishes
15. makes business deals
16. plays golf
17. designs cars
18. works as a volunteer helper in a hospital
19. babysits
20. runs for president
21. mops a floor
22. fights a bull
23. makes a bed
24. irons a shirt
25. treats sick animals
26. runs a cash register
27. teaches an English class
28. is principal
29. is president of the class
30. is secretary of the class.

Subject: Language Arts/English
Content: IV
Goal: C

After students have completed the exercise, read each item again and ask students to raise their hands for each item in response to these questions:

1. How many think most of us put M for this one?
2. How many think most of us put F for this one?
3. How many really did put M?
4. How many really did put F?

****

Help reduce stereotypes and misconceptions about the country of Mexico and its people. Distribute copies of the following kinds of statements:

a. "I think I'll just pack a couple of pairs of shorts and some sandals and try to keep as comfortable as possible."
b. "Don't forget your sunglasses, Betty. It'll be a scorcher!"
c. "Well, I personally wouldn't expose my legs in shorts to all that dirt!"

The students will role play in pairs. Each pair has a tourist, who has made one of the above statements; and a travel agent, who must reply to correct the misconception of the tourist.

Job Stereotypes

Gathering and Processing Information
Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.
Competency: Students will describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced.
Performance Indicator(s): Students will be able to provide examples of occupations that have stereotypes existing for them.

Activity Objective

Students will discuss how some occupations have stereotypes associated with them.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Ask the students to close their eyes and to visualize the following employees as you read through the following list.

- doctor
- lawyer
- engineer
- construction worker
- coach
- principal
- farmer

Now ask the students to again close their eyes and visualize the employees in the following list:

- nurse
- elementary teacher
- secretary
- receptionist
- cashier
- food service aid
- dental hygienest

Discuss what the students saw in the first group. Were they all or mostly men? How about the second group, were they all or mostly women?

Explain that these are stereotypes in occupations based on the sex of the employees. Ask the students to discuss other occupations with a different basis.

EVALUATION: Students should be able to:
- provide 2 examples of occupations that have stereotypes existing for them.

(See Evaluation Form for "Job Stereotypes.")

*Teacher*____________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Job Stereotypes

Gathering and Processing Information Goal C Grade 8

Students are able to:

1. provide two examples of occupations that have stereotypes existing for them

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. stereotypes
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Subject: Foreign Language

Content: Rights and Responsibilities

Goal A : Students will develop and incorporate an understanding of the rights and responsibilities of family members.

Activities:

Have the students design piggy banks and open savings accounts for future travel to foreign countries.

****

Have the students pretend they each have a spouse and two children. Have them research the most economical means of taking a family to Europe for a month. Have them prepare itineraries, budgets and schedules.

****

Subject: Language Arts/English

Content: Rights and Responsibilities

Goal A : Students will develop and incorporate an understanding of the rights and responsibilities of family members.

Activities:

Have the class select a character from literature and analyze his or her influence. Write their comments on a large chart you have prepared thus:

Family	Cultural Interests	Social Problems

Jobs	Country and Politics	Education

Then have the students write these same headings on paper and describe influences they have had in each category.

****

Use blank Western Union telegram forms. Then say, "Think of someone in your real life to whom you should send a telegram which begins with these words: "I urge you to . . ." Finish the telegram and sign your name. All telegrams must be signed. Here are some samples:

> To my sister: I urge you to get your head together and quit using drugs. Nancy

> To my Sunday School teacher: I urge you to quit thinking that you are the only person to know what God wants. Your student, Rodney Phillips.

Subject: Language Arts/English
Content: V
Goal: A

To my neighbor on the north side: I urge you to see that we have no other place to play ball and not to call the cops so often.
Billy Clark

****

Invite parents or grandparents to tell the students about jobs which existed when they were young, but which do not exist now.

You can follow this up by having students list current occupations which may be obsolete in the future.

****

Ask each student to bring a headline from today's newspaper. Then have them suggest possible changes in the next thirty years in technology and environment.

Then have the students suggest a way in which each change may affect any or all of the following:

Families	Education	Health	Religion

Write their suggestions under each category.

Then have them project the events described in their headlines thirty years into the future. Have them rewrite their headlines and make up corresponding newspaper articles. Display each student's headlines and newspaper article on the bulletin board.

****

Have class discuss responsibilities in the family and what effect these have on his/her role in the family.

****

("Snowbound" by John Greenleaf Whittier)

Have learners read the poem "Snowbound." Have learners discuss the relationships among the members of the family, as described in the poem. Have learners consider how the experience of being snowbound has given the poet a device to focus on their relationships without any external influence.

Have learners write a poem or short story about a comparable experience--real or imaginary--which has isolated their families. Have the story or poem remove external influences, and keep the emphasis on the people and their relationships to each other. Have learners consider themselves in the context of the family group.

****

Subject: Foreign Language

Content: Rights and Responsibilities

Goal B : Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Activities:

Prepare a cumulative work folder for each student in your class. Into it put corrected test and quiz papers. Save also critiques written by other students on each one's dialog presentations and other oral work.

Then distribute the folders and have each student list his or her own strengths and weaknesses. Have them use their lists of weaknesses to write goals for their own improvement over a given period of time.

Then have them use accumulated tests, quizzes and student critiques to again prepare another list of strengths and weaknesses. They can check both lists of weaknesses to see if they attained their goals for improvement.

****

We have different learning styles. Some of us can read and remember. Others of us need to interact differently with material in order to learn it. Help students get insights about their own learning styles or "whatever works" best for them. Vary the modes of learning activities. After a week of presenting material in different learning modes, have the students name the modes in which they learned most efficiently. Choose from this list or add to it. Get ideas from the students of learning modes which they have discovered to help learn a foreign language.

-- writing sentences from dictation
-- pronunciation drills using words with the same sounds
-- short conversations
-- grammar exercises either written or oral
-- word games to build vocabulary
-- flash cards for vocabulary
-- simulation games
-- Scrabble using the words of the foreign language
-- an auction in the foreign language--(They bring objects from home to be auctioned and label them with their foreign language names. They may use the corresponding currency system also.)
-- role playing
-- dramatization

****

Subject: Foreign Language
Content: V
Goal: B

Through this kind of activity, students learn responsibilty, which is an essential pre-employment attitude. They also get to experience the consequences of not working to their capacity, as you take slides or photographs of their classroom work on projects.

The objective is for each student to undertake and complete an individual project that will show knowledge of the foreign language you teach.

They can prepare anything they want for an Open House display: posters, dioramas, mobiles, booklets and charts are all good choices.

Bring all the books and materials you can find on the country of the foreign language you teach. Include coverage of such things as:

-- education
-- politics
-- religion
-- music
-- art
-- architecture
-- cuisine
-- clothing
-- geography
-- social customs
-- social problems

Allow about two weeks of in-class time. (Remember to keep taking slides of students at work.) Then, at a P.T.A. meeting you can present a display of the projects and a slide show of the students at work on them.

****

Help the students assess the appropriateness of their study methods. They will be asked to keep before and after records of methods of study for each day's assignment. Before each assignment is done, the student will write an outline of proposed methods of thoroughly working on the assignment. This may include such things as:

-- Practice writing the new vocabulary five times each.
-- Orally review the verbs.
-- Use question study for ten minutes per page.

When the graded assignment has been returned by the teacher, the student will list adjustments needed to improve his or her skill in the weak area. Suppose the student finds that the vocabulary he or she studied by writing five times resulted in a poor grade on the assignment. The student might then need to not only write the word five times, but also work on usage and meaning of the word. He or she should probably write the words in definitions or sentences.

After a given period of time keeping before and after records, the students will:

A. list their best methods of studying the foreign language.
B. explain these to their classmates.

****

Subject: Language Arts/English

Content: Rights and Responsibilities

Goal B: Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Activities:

Have students complete the "rate yourself" sheet. Let students discuss with counselor their ratings as compared with test scores. Upon completion of the discussion have them write a comparison of their self rating and the test rating.

My Ability	RATE YOURSELF Rating High	 Average	 Low	Related School Subject or Activity
Using words				
Thinking things out				
Working with numbers				
Artistic				
Mechanical				
Clerical				
Musical				
Manual				
Physical coordination				
Physical strength				
Social				
Leadership				

****

473

Subject: Language Arts/English
Content: V
Goal: B

Have students do a self-assessment of their skills, abilities, strengths, and weaknesses by completing "Myself as Student."

MYSELF AS STUDENT

Skills	Abilities
Strengths	Weaknesses

1. What do you expect to get from your education?
2. In view of your present skills and achievement, is this a realistic expectation? Describe.
3. Are there any areas of skills and achievement that you would like to improve? Describe.
4. What specifically could you do to improve these areas? Be specific (i.e., if you want to read better, then you might say spend 15 minutes daily reading without stopping.)

****

Have students complete "My Study Skills." Develop learning stations or mini-lessons so that individual students can work on study skills they see themselves lacking in.

Subject: Language Arts/English
Content: V
Goal: B

MY STUDY SKILLS

Study Skill	I RATE High	Average	Low	I NEED Practice	Special Help
Reading Rate					
Understanding What I Read					
Having Materials Ready for Class or Study					
Listening					
Taking Notes					
Setting Aside Time to Study or Do Homework					
Using References					
Doing Assignments					
Concentrating					
Reviewing					
Outlining					
Memorizing					

****

Have students use occupational resources to explore how their school subjects relate to particular occupations. Compile "What Good Is School?"

Subject: Language Arts/English
Content: V
Goal: B

What Good Is School?

List subjects you are currently taking. Find out in what jobs they will be useful and tell how the subject is used in the job.

School Subject	Related Job	How the subject is used in the job

****

Rights and
Responsibilities
Goal B
P. I. 1, 2, 3
Grade 8

Personal Learning
and
Study Skills

Rights and Responsibilities
Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Competency: Students will describe their personal learning and study skills as a means of meeting learner responsibilities.

Performance Indicator(s): Students will be able to describe the basic study skills, identify their present personal learning and study skills, and explain the importance of their learning skills and study skills and their study system as a means of meeting learner responsibilities.

Activity Objective

Students will discuss their learning and study skills and how they are helpful in meeting learner responsibilities.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: language
Materials/Resources: none
Educator's Preparation: be familar with entire activity

Directions:

Discuss with the class the meaning of skill: something a person has learned to do often and well. Discuss with the class the 5 basic study skills of reading and reading comprehension, writing, listening, attentiveness, and the ability to question. Ask volunteers to describe what each study skill means.

Divide the class into equal groups and assign a study skill to each group. Give one member of each group the following list:

- zapatos = shoes
- azul = blue
- bien = good
- Hasta mañana = see you tomorrow
- esta bien = all right

The leader is to teach the above Spanish words to his or her group, concentrating on the study skill assigned to them. For example, "listening" might be taught orally, "writing" might be taught by continually writing the words. Give the groups 5 minutes to learn the words.

Discuss the results. Was one method more effective than another? Were they able to use only one, or did they also use some of the other methods? For example, doesn't good listening require attentiveness?

Discuss how these study skills are essential to meet learner responsibilities. Explain why they are important, including such things as the learning will be greater and more permanent when there is a consistent use of study skills. Questioning allows for a more complete learning experience, and attentiveness is essential as a learner responsibility.

EVALUATION: Students should be able to:
- describe the 5 basic study skills
- identify 5 of their personal learning and study skills
- explain 2 reasons why their skills and study system are important

(See Evaluation Form for "Personal Learning and Study Skills.")

Teacher______________________________ Date(s)______________________

ACTIVITY EVALUATION FORM

Personal Learning and Study Skills

Rights and Responsibilities Goal B Grade 8

Students are able to:

1. Describe the 5 basic study skills.
2. Identify 5 of their personal learning and study skills.
3. Explain 2 reasons why their skills and study system are important.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	Identify	Reasons
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Language Arts/English

Content: Rights and Responsibilities

Goal C : Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

Activities:

Present a situation to the class in which a newspaper or magazine has printed a story that is critical of an advertiser's product or business practice. If possible, obtain some examples currently in the news. In a group discussion, have class explore the implications for all parties concerned--on the newspaper/magazine side of the case and on the advertiser's side. For example, one might bring up an unfavorable review of a movie in a newspaper that, in the same issue, runs an ad for the film.

Have learners compile a list of employees of the newspaper/magazine and the advertiser. Have learners discuss whose jobs or reputations might be endangered. For example, one person might type copy in a newspaper office, and therefore, type the review of the movie mentioned above. This person may have a cousin who is a projectionist at the movie theater. He is implicated in a different way; one would have very mixed feelings as a result.

Have learners select one of the employees listed and imagine themselves in that worker's situation. Have each learner prepare a statement of the rights and wrongs involved as he/she would see them from the vantage of the job and make a recommendation for a fair solution of the controversy.

Have learners hold a hearing in which the issue is argued to some kind of resolution. Have the group decide to choose a panel of classmates to act as a kind of jury--to hear everyone's views and to render a decision.

****

Have learners investigate local civic groups such as the Lions, League of Women Voters, or Life of the Land. Have learners compare the clubs on the bases of purpose--social, charitable, or political--membership, activities, and other criteria the learners consider important. Have learners attend meetings of the group and interview members, if possible.

Have learners individually consider which, if any, community civic groups they would like to join and write a short essay giving their reasons.

****

(Poem: T. S. Eliot, "The Hollow Men.")

Have learners read T. S. Eliot's poem "The Hollow Men."

Have learners discuss the kind of society which is implied in the poem. Have learners contrast this with their own aspirations for a society in which people work together to achieve their collective goals.

****

(Poem: "Social Security (#129-34-7805)" by Williams, Arthur E. from Stuff, edited by Herbert Kohl and Victor Hernandez Cruz, World Publishing Co.)

Have learners read the poem "Social Security (#129-34-7805)."

Have learners discuss the feeling that is expressed in the poem, and how they might cope with this when they feel the same way.

****

Have learners compare the first stanza of "America the Beautiful" (Katherine Lee Bates):

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain.

America! America!
God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea.

with the following poem, "Pollution:"

If you visit American city
You will find it very pretty.
Just two things of which you must beware:
Don't drink the water and don't breathe the air.

Pollution, pollution,
They got smog and sewage and mud,
Turn on your tap and get hot and cold running crud.
(Tom Lehrer)

Have learners discuss the two visions of the U.S. shown in these poems, and why over the passage of time this change has happened. Learners should consider their own responsibility to do something about this change. Discuss conservation-related occupations.

(Adapted from Pre-subscription issue of Career World, Evanston, Ill.: Curriculum Innovation Inc., p. 4, February 7, 1972.

****

Subject: Language Arts/English
Content: V
Goal: C

Have learners prepare and distribute a special edition of a newspaper describing a particular school event, such as Earth Day activities, Aloha Week parade, a field trip, a school-community volunteer project, or a sports event.

Assign each learner one contribution, depending upon his/her capabilities; to submit an article, a poem, a photograph with caption, a sketch, or a cartoon.

Divide learners into groups responsible for different tasks involved in producing the paper. Have one group provide publicity and advertising, another group oversee printing, another take care of sales.

Lead discussion on individual responsibilities in producing the paper.

****

Shopping Abroad

Rights and Responsibilities

Goal D (Consumer):	Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency:	Students will compare and contrast varying consumer habits in other countries.
Performance Indicator(s):	Students are able to describe various consumer habits in other countries and discuss how these consumer habits and circumstances are similar or different from their own.

Activity Objective

Students will be able to compare and contrast consumer habits of their own country with that of another.

Activity

Total Time:	Two class periods
Suggested Subject Matter Area:	Foreign language
Materials/Resources:	Materials
Educator's Preparation:	Must have resources available for students to research the spending habits of the country they choose. Be familiar with entire activity.

Directions:

Have students pick a country other than their own and research the following consumer habits:

1. Where the consumer shops (e.g., open air, store, etc.)
2. The means by which the consumer knows the price (e.g., bartering, fixed prices, etc.)
3. What the consumer pays with (e.g., currency, credit, exchange)
4. Methods of advertising (e.g., word of mouth, television, etc.)

Then have students compare and contrast the above consumer habits with their own.

EVALUATION: Students should be able to:
- compare and contrast the consumer habits of two countries.

(See Evaluation Form for "Shopping Abroad.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Shopping Abroad

Rights & Responsibilities Goal D Grade 9

Students are able to:

1. Compare and contrast the consumer habits of two countries.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Compare
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Subject: Language Arts

Content: Rights and Responsibilities

Goal E: Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

SUMMARY IDENTIFICATION

Tell the class that this activity will be a tie-up of what they have done thus far in their study of themselves as workers. Now they are able to *identify some occupations, compatible with their personalities, which could satisfy their personal needs and values.*

Using the information they have collected and the awareness which has resulted from looking at their personality traits, needs, and values, the students are to now spend some time putting the pieces together. Tell them that they should feel free later to share what they will do but that this activity is solely for their personal growth and is not intended as an assignment to be handed in to you.

Each student is to write about at least three occupations in which he or she might be involved as a member of the world of work in the future. The students will describe why they might be in the particular work roles (Is it purely a personal choice or is there some family, peer, or perhaps other influence involved?). They are to then consider the occupations in light of their own personality traits, needs, and values and state all the pros and cons. And finally, they need to include what lies before them in attaining a position in the occupations (What training and how long a time is needed to prepare for the job?). The composition as a whole should express the importance of being able to pull together what the students have learned about themselves and the world of work.

If you do decide to evaluate the writings be sure and tell the pupils beforehand. They need to be forewarned of this requisite so they can choose the degree to which they want to express their personal insights.

This activity can be changed in the case of a class or individual student with serious writing disabilities. The composition can be done in the form of a collage, a series of sketches, or a photographic essay. These alternative methods are no less expressive and the choices offer each student equal opportunity to bring together new information.

VALUES AND LIFE STYLE

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency: Students will predict how their values will influence their life styles.
Performance Indicator(s): Students are able to analyze how values affect life styles, provide examples of their values, and predict the effect their values will have on their future life styles.

Activity Objective

Students will discuss how their life style will be affected by their values.

Activity

Total Time: two or three class periods
Suggested Subject Matter Area: English, social studies
Materials/Resources: 8½ x 11 inch paper, pencils
Educator's Preparation: be prepared to arrange the class in small groups

Directions:

Ask students to tear a piece of paper in seven smaller pieces. On each piece they will write one of the following:

- camper
- mansion
- cabin by the lake
- city apartment
- house in a city suburb
- house in a small town
- mobile home

The question is, "Where would you prefer to live?"

Now ask students to rank order these in a priority setting; that is, arrange the strips so their first choice is on top, their second choice is under that, etc.

Now arrange students in small groups. Have them take turns explaining their rank order--especially their first and last choices. Now ask them to focus on their first choices. Ask them to imagine themselves in the various homes they have chosen. Ask them to close their eyes and make images in response to the following questions:

- Where is your home?
- How is the weather?
- What do you do for recreation?
- Do you have other choices?
- Are you married?
- Do you live alone?
- Is it crowded?
- Can you have privacy?
- Is this an expensive home?
- How did you get the home?
- Is it close to your relatives?
- Do they come and visit?
- Where do you work?
- How far is it from where you live?

Explain that the way a person lives--life style--is affected by what he or she values (thinks is important). We usually choose what's important to us.

Then have the groups discuss some of the values they have that led them to prioritize as they did and answer questions as they did. From this discussion, predict a possible future life style from their values that they have named.

EVALUATION: Students should be able to:

- review the meaning of lifestyle as the distinctive way in which someone lives
- review the meaning of a value as something that is very important to a person
- recognize that life styles are directed around desired goals; desired goals are determined by what is valued
- give one example of how values and life styles are directly related
- provide two examples of actions or things they value
- predict a possible future life style including the effects of the values named above on that life style

(See Evaluation Form for "Values and Life Style.")

Teacher ____________________ Date(s) ____________________

ACTIVITY EVALUATION FORM

Values and Life Style

Valuing and Decision Making Goal A Grade 10

Students are able to:

1. define life style and value and give an example of how they are directly related
2. give two examples of actions or things that they value
3. predict a future life style, including effects of values listed above

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. values	3. life style
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Foreign Language

Content: Valuing and Decision-Making

Goal B : Students will develop and incorporate an understanding of the decision-making process.

Activities:

Tell the students that the study of foreign language can facilitate study of a whole culture. This can accommodate one's interest in a country's:

- -- foods
- -- clothing
- -- arts
- -- music
- -- social customs
- -- architecture
- -- literature
- -- government
- -- education
- -- religion
- -- health care
- -- industry

Have each student tear 12 small scraps of paper. On each scrap he or she writes one of the 12 interests listed above. Then he or she is to arrange all the slips in order from most interesting (on top) to least interesting on the bottom. Have the students explain their rank orders to each other in small groups. Explain that in this strategy we put our choices in rank order from first choice, second choice and so on to last choice.

****

Distribute copies of a list of occupations related to interest and ability in foreign language:

- — Actress
- — Anthropologist
- — Composer
- — Customs Examiner
- — Diplomat
- — Drama Coach
- — Essayist or Author
- — Export Clerk
- — FBI Agent
- -- Flight Attendant
- -- Foreign Clerk

- Foreign Correspondent
- Foreign Exchange Clerk
- Foreign News Interpreter
- Historian
- Immigration Inspector
- Information Clerk
- Lawyer
- Librarian
- Medical Assistant
- Messenger
- Missionary
- Musician
- Physician
- Receptionist
- Sales Representative
- Social Worker
- Stenographer
- Teacher
- Translator
- Travel Agent
- Travel Guide
- Tutor

Have the students code each occupation according to their interest in it:

N = not interested
S = slightly interested
M = moderately interested
H = highly interested

Then have them list the occupations under the appropriate headings on papers which they have prepared thus:

OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGN LANGUAGE			
not interested	slightly interested	moderately interested	highly interested

Ask them to look at the occupations they have listed under the various headings. Ask them if they can see any patterns. Have the students make "I learned ..." statements about this activity.

Subject: Foreign Language

Content: Valuing and Decision-Making

Goal A : Students will develop and incorporate an understanding of how values affect their lives.

Activity:

Have the students read stories in Spanish, or any other foreign language. Let them work in groups to make up different endings for the stories. The endings should be based on students' values and should be decided upon logically and clearly. (Yes, the boy from a poor family should help support his family when he becomes rich, because his family always tried to provide for him even though they had very little to give.)

PAST CONSEQUENCES

Valuing and Decision-Making
Goal B: Students will develop and incorporate an understanding of the decision-making process.
Competency: Students will describe the importance of reviewing the consequences of similar past decisions before making their final choice in the decision making process.
Performance Indicator(s): Students will be able to discuss the importance of reviewing the consequences of similar decisions they have made in the past before making their present final decision, discuss the importance of reviewing the consequences of decisions others have made, describe how reviewing the consequences of similar past decisions is an extension of information gathering.

Activity Objective

Students will discuss the importance of reviewing the consequences of similar decisions made by themselves and others.

Activity

Total Time: one class period
Suggested Subject Matter Area: language, social studies, math, science
Materials/Resources: 2 or 3 easels, 2 or 3 large pads of paper, timer, pens
Educator's Preparation: prepare "What if ... " statements; be familiar with entire activity

Directions:

Divide class into two or three groups. (Option: select a panel of three judges to score responses.) Have each group select a recorder. Have groups move as far away from each other as possible so each group can work independently.

Tell students you will read them a question and each group will have two minutes to think of and write down all possible consequences of the statements. Each recorder will record all responses on paper. If easels and large paper pads are available, have recorders use these to write down responses so all students may see them when completed.

After two minutes have elapsed, stop the students and ask Group I to read one of its responses. Group II will follow by reading a different response they recorded. Group III will then have an opportunity to read one of its responses. This alternating continues until all responses have been read.

Scoring is done by giving two points for every response that meets two requirements:

- It must be different from any responses read earlier by either of them.
- It must be judged by the teacher (or a panel of three impartial judges) to be a legitimate consequence of the "What If ... " statement preceding it.

Stop the activity while interest is still high and thoughts are coming.

This is a very good activity to use again and again so be careful not to let the students "wear it out" the first few times they do it.

Tabulate the scores and declare the winner.

EVALUATION: Students should be able to:

- discuss four reasons for reviewing the consequences of past decisions they have made before making a present decision
- discuss four reasons for reviewing the consequences of past decisions others have made before making a present decision
- review four methods of gathering information

(See Evaluation Form for "Past Consequences.")

"WHAT IF..." STATEMENTS

(Social Studies)

1. What if Hank Aaron had been born in 1900?
2. What if the Pilgrims had thought the New World was too much of a hassle, and had returned home rather than staying here?
3. What if our founding fathers had not included freedom of speech in the Bill of Rights?
4. What if the War Between the States had been fought in 1961-65 rather than 1861-65?
5. What if gold had been discovered in Arkansas or Missouri rather than California or Alaska?
6. What if women had been drafted during World War II rather than just men?
7. What if Congress passed a bill tomorrow declaring women to be the "heads" of their households?
8. What if garbage collectors were required to train for their work as long as medical doctors are required to train for theirs?
9. What if students told the teachers what they would like to learn rather than the teachers telling the students what they would like for them to learn?
10. What if married people were not allowed to have children until they had been married at least ten years and their marriage rated by other people as "happy and successful"?
11. What if all members of a household over 12 years of age were expected to contribute equally to the upkeep of the house?
12. What if everyone went to college after high school graduation?
13. What if each person spent five years trying out various types of work before he/she decided on entering one field of work?
14. What if your marriage were planned for you when you were born rather than you deciding for yourself whom you want to marry?
15. What if everyone were married at age 16?
16. What if all mothers in the U.S. worked outside the home?
17. What if people graduated from high school at age 15 rather than 17 or 18?

("What if" cont.)

18. What if people today were required to enter the same occupations held by their fathers or mothers rather than choosing their own?

19. What if everyone were required to change jobs every two years?

20. What if only a certain number of babies were allowed to be born each year rather than the situation being the way it is now?

21. What if slavery still existed today?

22. What if Abraham Lincoln had been shot five years earlier?

(Mathematics and Science)

Rather than become deeply involved with the theoretical implications involved in asking about mathematical or scientific relationships, questions have been structured to provoke students to think about the importance and implication of certain concepts. Where possible you might want to create your own "What if..." statements which will relate specific concepts the students may be studying. Example: What if there were no negative numbers in our number system?

Math 1. What if everything in the U.S. switched to the metric system?

Science 2. What if the earth began rotating in a different direction around its axis?

Math 3. What if no one knew how to compute the circumference of a circle?

Science 4. What if the earth were perfectly round rather than elliptical?

Science 5. What if the planets in our solar system did not have fixed orbits?

Math 6. What if we switched our number system to base 12 rather than base 10?

Math 7. What if students did not learn any numbers until they were 12 years old?

Math 8. What if a housewife could not add or subtract?

Math 9. What if there were no symbols for numbers--only words?

Math 10. What if carpenters had no measuring devices?

Math 11. What if clothes were not sized by number?

Science 12. What if the earth rotated on its axis every 30 hours rather than every 24?

Math 13. What if the post office did not charge by the ounce (or by measure of weight)?

Math 14. What if the number of ounces were not put on packages and cans in the grocery store?

Math 15. What if there were no adding machines?

Math/Sc 16. What if there were no computers?

Science 17. What if the daily temperature of the earth were lowered 10°C beginning tomorrow morning and continuing for a year?

Science 18. What if there were no alternative energy sources like nuclear or solar energy?

Science 19. What if research scientists were competitive and refused to share their findings with other scientists?

Science 20. What if there were no numbers designating the power capabilities of electrical outlets?

Science 21. What if penicillin had not been discovered?

Science 22. What if the growing season of this area were extended for two months longer than it is now?

Math 23. What if there were no standard measuring cups?

Science 24. What if the force of gravity were reduced by half on the earth?

Science 25. What if the United States had not entered the "space race"?

Science 26. What if 50% of the plants on earth died today?

(Personal)

1. What if I had been born five years later than I was?
2. What if I had been born in France?
3. What if I had been unable to go to school?
4. What if my mother and father decided for me what I would be when I was born?
5. What if my marriage were already planned for me?
6. What if I were a different nationality/race?
7. What if I had been born a member of the opposite sex?
8. What if I suddenly inherited a million dollars?
9. What if my family suddenly decided to move to Small Town, U.S.A.?
10. What if I were told today that I could not continue going to school, and would have to find a job?

11. What if I could choose anywhere in the world I wanted to live and could move there next week?

12. What if all my closest friends suddenly left town?

13. What if my mother had twins next year?

14. What if I get married when I am 18 years old?

*Teacher*______________________________ *Date(s)*________________________

ACTIVITY EVALUATION FORM

Past Consequences
Valuing and Decision Making Goal B Grade 9

Students are able to:

1. discuss four reasons for reviewing the consequences of past decisions they have made before making a present decision
2. discuss four reasons for reviewing the consequences of past decisions others have made before making a present decision
3. review four methods of gathering information

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. they	2. others	3. methods
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

3 Approaches

Achievement Motivation
Goal A: **Students will develop and incorporate skill in planning and setting goal goals.**
Competency: Students will describe ways they have seen others use planning, the trial-and-error approach, and goal setting.
Performance Indicator(s): Students will be able to review what planning, trial-and-error, and goal-setting mean; describe situations where they have seen others use the trial-and-error approach, planning, and goal-setting; and evaluate the results of others using the trial-and-error approach, planning and goal-setting.

Activity Objective

Students will discuss the trial-and-error, planning, and goal-setting approaches.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Review with the students the planning, trial-and-error, and goal-setting approaches. Describe the planning process as the process of thinking ahead about how to do something, preparing before doing, outlining how and when a task should be done. The trial-and-error approach involves randomly trying different ways of doing something until the right way is found. The goal-setting approach involves determining something they desire and aiming and striving to achieve that goal. This can be a form of planning.

Divide the students into 3 equal groups. Assign one group the trial-and-error group, the next group the planning group, and the last group the goal-setting group.

Ask each group to write a short play describing a situation when an individual uses the approach they have been assigned to complete a task. The stituation can be a real one they have seen, or an imaginary one.

Allow the rest of the period, or an adequate length of time for students to work on their plays.

EVALUATION: Students should be able to:

- describe planning trial-and-error, and goal-setting approaches to task accomplishment
- describe situations using the trial-and-error, planning, and goal-setting approaches
- evaluate the results of the 3 approaches

(See Evaluation Form for "3 Approaches.")

*Teacher*_____________________________ *Date(s)*_____________________

ACTIVITY EVALUATION FORM

3 Approaches

Achievement Motivation **Goal** A **Grade** 7

Students are able to:

1. Describe planning, trial-and-error, and goal-setting approaches to task accomplishment.
2. Describe situations using trial-and-error, planning, and goal-setting approaches.
3. Evaluate the results of the 3 approaches.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	Situations	Evaluate
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Realistic Goals

Achievement Motivation
Goal A: **Students will develop and incorporate skill in planning and setting goals.**
Competency: Students will contrast goals they desire to complete with goals they expect to complete.
Performance Indicator(s): Students will be able to provide examples of goals they desire to complete, choose the goals they expect to complete and discuss the difference, and analyze the factors that cause a desired goal to become a completed goal.

Activity Objective

Students will discuss their desired and expected goals.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Divide the class into groups of two or three. Have each group member take turns discussing goals they would like to complete. Each person should have a list of approximately 5 goals.

Now have the group members take turns discussing which of the goals they realistically expect to complete. They should be able to pick 2 goals each. Have the students discuss why they are more confident that they will complete those goals.

As a class have students discuss what were some of the factors that would cause a desired goal to become a completed goal. They should discuss such factors as:

- actual capability in that goal area
- value or priority placed upon that goal
- availability of time
- encouragement from others
- use of consistent and accurate evaluation

EVALUATION: Students will be able to:
- provide 5 examples of goals they desire to complete
- discuss 2 goals they expect to complete and why they expect to complete these goals before the others
- analyze factors that cause a desired goal to become a completed goal

(See Evaluation Form for "Realistic Goals.")

508

*Teacher*__________________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Realistic Goals

Achievement Motivation **Goal** A **Grade** 8

Students are able to:

1. Provide 5 examples of goals they desire to complete.
2. Discuss 2 goals they expect to complete and why they expect to complete these goals before the others.
3. Analyze the factors that cause a desired goal to become a completed goal.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Desired	Expect	Analyze
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Problem-Solving
Goal A
P. I. 1, 2, 3
Grade 7

Solving Problems

Problem-Solving
Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.
Competency: Students will explore the problem-solving process and how listening and talking help to solve problems.
Performance Indicator(s): Students will be able to describe a basic problem-solving format, explain how reflective listening, I-messages, and non-verbal communication help to solve problems, and evaluate how people help each other through listening and talking to solve problems.

Activity Objective

Students will discuss how listening and talking contribute to the problem-solving process.

Activity

Total Time: one class period
Suggested Subject Matter Area: language
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss with the students the basic problem-solving format. This includes:

- pinpoint the problem
- brainstorm for solutions
- evaluate the ideas and choose a course of action
- make a commitment
- act upon the chosen solution
- re-evaluate the solution.

Be sure everyone understands these basic steps. Explain the meanings of reflective listening, I-messages, and non-verbal communication. Reflective listening is listening to understand the speaker's feelings, including a repetition of the basic content or feeling of the message received. I-messages means expressing their feelings in response to another's actions or messages. Non-verbal communication involves body-language and/or silence: meaning sending messages without speaking.

Discuss how these can help in the problem solving process. Ask for specific examples of times when these would prove helpful in solving problems.

Problem Solving
Goal A
P.I. 1, 2, 3
Grade 7

EVALUATION: Students should be able to:

- describe the problem solving format in their own words
- explain the meanings of reflective listening, I-messages, and nonverbal communication
- evaluate 3 examples of helping others through reflective listening, I-messages, nonverbal communication, or a problem solving format.

(See Evaluation Form for "Solving Problems.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Solving Problems

Problem Solving **Goal** A **Grade** 7

Students are able to:

1. Describe the problem solving format in their own words.
2. Explain the meanings of reflective listening, I-messages, and nonverbal communication.
3. Evaluate 3 examples of helping others through reflective listening, I-messages, nonverbal communication, or a problem solving format.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Problem Solving	Meanings	Evaluate
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

512

Problem-Solving
Goal B
P. I. 1, 2, 3
Grade 8

Future Work

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: Students will predict how they have to change to fit into a career in the future.
Performance Indicator(s): Students will be able to identify possible future careers they would enjoy having, predict their expectations and what might be expected from them concerning these careers, and predict work environments they would need to understand and use with these careers.

Activity Objective

Students will predict possible future careers they would enjoy and discuss the work environment.

Activity

Total Time: 4 or 5 class periods
Suggested Subject Matter Area: language, social studies
Materials/Resources: paper & pencils for each group
Educator's Preparation: be familiar with entire activity

Directions:

Divide the class into groups of 3 or 4. Explain that they are going to write a short story or a play about their future job.

Ask each group to decide on a career (you may want to group similar careers together). They are to write a play or a short story about a typical day in their future career. They should include the following types of information in their stories:

- how they would have to prepare for those careers
- what stereotypes (if any) they may have to content with in these careers
- what activities they would be expected to perform in those careers
- what satisfactions or rewards they would expect from those careers
- what equipment they will need to understand and use in those careers
- what types of environment they might work in with those careers
- what types of worker relationships they may experience in those careers.

Allow a couple of class periods for all the groups to complete their stories. Then allow time for each group to read their story or play to their classmates.

EVALUATION: Students should be able to:
- identify 2 possible careers they would enjoy
- predict their expectations and what will be expected from them in these careers
- predict what the work environment will be like with these careers.

(See Evaluation Form for "Future Work.")

*Teacher*______________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Future Work

Problem Solving Goal B Grade 8

Students are able to:

1. Identify 2 possible careers they would enjoy.
2. Predict their expectations and what will be expected from them.
3. Predict what the work environment will be like.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Careers	Expectations	Environments
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Problem-Solving
Goal B
P. I. 1, 2, 3
Grade 11

MAKING CHANGES

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: Students will evaluate the need for flexibility in their roles and choices.
Performance Indicator(s): Students will be able to explain how and why roles and choices change and broaden as they get older, evaluate the need for flexibility in their roles and in their choices, and analyze their ability to be flexible in their roles and in their chicces.

Activity Objective

Students will be able to explain how roles and choices change, evaluate the need for flexibility, and analyze their ability to be flexible.

Activity

Total Time: two or three class periods
Suggested Subject Matter Area: language arts
Materials/Resources: 1 copy of Anonymous Fill-In for each student, "change cards" as described in activity, piece of paper and pencil for each student
Educator's Preparation: duplicate copies of Anonymous Fill-In sheet, prepare "change cards", be familiar with entire activity

Directions:

Explain to the class that you would like for each of them to write down personal information, physical characteristics--things that make them unique. Create an imaginary person by allowing the entire class to contribute examples from their lists. Get the class started by calling out some of the facts they may want to supply: name, age, birthday, height, weight, color of hair and eyes, brothers and/or sisters, parents, grade in school, special interests in classes and in leisure-time pursuits, outstanding abilities, etc.

Once everyone is content with the list they have drawn up, ask them to give some thought to the future of this imaginary being the class has created. Using this list of personal information as a basis, have each learner write out a description of the future of this imaginary student.

Once the lists are complete they can be set aside for reference use during the next step of the activity.

Concentrate now on the future. This time students should think about how they would like the next fifteen years of their own life to go.

Hand out copies of the Anonymous Fill-In Form.

Explain each of the form sections:

(a) Three things I want to be doing 15 years from now - thought should be given to work role, leisure-time role, and family role.

(b) Skills I will need - what kind of skills will be required to carry out the three roles described in (a)? List all skills, those which the student already possesses as well as those which need to be developed.

(c) Skills I need to develop - take these from the list given in (b).

(d) Process for developing needed skills - what steps will be required during the process or preparing for the roles in (a)?

Ask the class to fill in the items on the form. Use the list of personal information as a reference and certainly as a basis upon which to establish future roles.

Lead a discussion with the group concerning some of the things which are important in planning for the future and in outlining a process of preparing for future roles:

- How does the information outlined on the Anonymous Fill-In Form draw from your list of personal information and vital statistics?
- How is your future dependent on what you are today?
- Is it easy to think about 15 years from now?
- In what ways is it difficult?
- How are the three items in section (a) of the form related?
- If you had any difficulty in describing the process of preparation for the future (d) how can you get answers to any questions you might have? Who are some people you could talk to?
- Is it necessary to know the information in section (a) of the form before you fill out any of the other sections?
- Could you, if necessary, describe several reasons for each of the three items you listed in (a)?
- What are some events that would lead to changes in any of the roles or choices? (The educator should list these on the board as they are contributed.)

For the next portion of the activity, the educator should make "change cards". Change cards are refinements of the events the students have contributed. Examples include--you get married, you are called into active military service, one of your parents dies, your husband/wife/parent receives an excellent job offer in the Pacific Northwest, one of your cousin's children comes to live with you, World War III erupts, you win a contest and receive $20,000/year for 10 years, etc.

One at a time the class members are called upon to draw a change card, read it aloud, and then explain how such a change would affect the future planned.

Use the change cards once with the idea of the changes happening within the next five years. Then when you use them again vary the timing of the change to a decade from now. By switching the time when these events occur the changes take on entirely different connotations.

Initiate a discussion of the need for flexibility in their roles and in their plans when needs are now met, interests change, or their original plans fail.

Have students look again at their Anonymous Fill-In sheet and analyze areas where they may need to be flexible and what at alternative action might be. The students will then write a paper drawing information from the vital statistics sheet, the Anonymous Fill-In, class discussion, the change-card situations, their analysis of alternatives, and past experiences concerning times when they needed to be flexible.

EVALUATION: Students are able to:

- include in their explanation examples of how:
  --needs change
  --variety and number of alternatives increase
  --interests change
- include in their evaluation examples of:
  --the need for flexibility when needs are not being met
  --the need for flexibility when interests change
  --the need for flexibility when original choices or plans do not succeed
- include in their analysis
  --a judgment concerning their ability to be flexible
  --two example situations which support their judgment
  --an example of how they might become better balanced in their roles and changes

(See Evaluation Form for "Making Changes.")

ANONYMOUS FILL-IN

a) Three things I want to be doing 15 years from today.	b) Skills I will need.	c) Skills I need to develop.	d) Process for developing skills.
1) Work role			trade school______ college______ apprenticeship______ on-the-job training______ Vocational-technical school______ **Other**______
2) Leisure-time role			Description of process:
3) Family role			

Resource Page for "Making Changes"

Teacher______________________________ **Date(s)**____________________

ACTIVITY EVALUATION FORM

MAKING CHANGES

Problem Solving Goal B Grade 11

Students are able to:

1. include in their explanation examples of how needs change, variety and number of alternatives increase, and interests change
2. include in their evaluation examples of the need for flexibility when needs are not being met, when interests change, and when original choices or plans do not succeed
3. include in their analysis a judgment concerning their ability to be flexible, two examples of situations which support their judgment and an example of how they might become better balanced in their roles and choices

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. examples	2. flexibility	3. judgment
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

HEALTH AND PHYSICAL EDUCATION

Subject: Health & P.E.

Content: Self Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Activities:

Invite a local cosmetologist to demonstrate ways to help people achieve an attractive appearance.

****

Invite retired senior citizens to tell students about some of their lifelong personal maintenance activities and illness prevention strategies. Ask them to tell whether or not these paid off.

****

Self-Understanding
Goal A
P.I. 1, 2, 3
Grade 7

Physical Health

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will distinguish between things helpful and things harmful to physical health.
Performance Indicator(s): Students will be able to provide examples of things harmful to physical health, provide examples of things helpful to physical health, and compare and contrast those things in their lives that are helpful and those that are harmful to their physical health.

Activity Objective

Students will discuss things helpful and harmful to physical health.

Activity

Total Time: 3 or 4 class periods
Suggested Subject Matter Area: health, language, social studies
Materials/Resources: access to library
Educator's Preparation: be familiar with entire activity

Directions:

Divide the class into two groups. One group is to work on things harmful to physical health. The other group is to work on things helpful to physical health. Have both groups Brainstorm for about 5 minutes all the things they can think of. For example, things harmful to physical health might include misuse of drugs, smoking, not eating proper foods. Things helpful to physical health might include exercise, enough sleep, brushing teeth.

Ask the students to choose 5 things from their lists that interest them most. Allow one or two class periods for library time and ask the students to find articles and information on these things. Ask them to prepare a discussion of what they have learned and have spokesmen for each group share the information with the class.

This should be followed by a class discussion comparing and contrasting the information.

EVALUATION: Students should be able to:
- provide 5 examples of things harmful to physical health
- provide 5 examples of things helpful to physical health
- specify 3 helpful things and 2 harmful things they have done or are doing.

(See Evaluation Form for "Physical Health.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Physical Health

Self-Understanding Goal A Grade 7

Students are able to:

1. Provide 5 examples of things harmful to physical health.
2. Provide 5 examples of things helpful to physical health.
3. Specify 3 helpful things and 2 harmful things they have done or are doing.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Harmful	Helpful	Specify
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Show & Tell

Self-Understanding

Goal A:	Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency:	Students will indicate the effects their leisure time activities have on their physical and mental health.
Performance Indicator(s):	Students are able to describe their present leisure time activities.

Activity Objective

Students will demonstrate satisfactory physical and mental health.

Activity

Total Time:	One or two periods
Suggested Subject Matter Area:	Health and physical education
Materials/Resources:	Hobby for each student, list of quotes, research and resource books
Educator's Preparation:	Two-three days before this lesson tell the students they must present one of their hobbies to the class; compile a list of quotes on leisure, readings on leisure, and have copies of the thesaurus and dictionary-- these are to be handed out to the students; be familiar with entire activity.

Directions:

Discuss and compile a definition of leisure time activities. Hand out to the students several different dictionaries, quotes on leisure, and readings onleisure or leisure activities. Have the students read and pass these around. Ask several students to read aloud the definitions and qualities of leisure, leisure time and leisure activities. Compile a workable definition.

Have each student demonstrate before the class a hobby that they enjoy. The presentation should take 3-4 minutes. Students can use their imaginations during the time allowed. During each presentation students should write down why the hobby is or is not a leisure activity.

Following the presentations, discussion should center on why the activity is or is not considered a leisure activity. Some conclusion should be made that what is a leisure activity for one may not be so for another. Ask the students to then offer suggestions on other leisure activities they enjoy.

EVALUATION: Students should be able to:
- define leisure activities
- describe 2 of their leisure activities

(See Evaluation Form for "Show & Tell.")

527

*Teacher*____________________________ *Date(s)*____________________

ACTIVITY EVALUATION FORM

Show & Tell

Self-Understanding Goal A Grade 9

Students are able to:

1. Define leisure activities
2. Describe 2 of their leisure activities

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Leisure	2. Description
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Present & Future

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will indicate the effects their leisure time activities have on their physical and mental health.
Performance Indicator(s): Students will be able to specify the effects their present leisure time activities have on their physical and mental health and predict how their leisure time activities might change in the future as their physical health and mental health change.

Activity Objective

Students will demonstrate satisfactory physical and mental health.

Activity

Total Time: one class period
Suggested Subject Matter Area: health and physical education
Materials/Resources: list of situations
Educator's Preparation: compile a list of situations to present to the class for predicting changes in physical and mental health (i.e., pregnancy at an early age, drug addiction, death in the family, break-up with a boyfriend, cancer, etc.)--be familiar with entire activity
Directions:

Discuss and compile a workable definition of physical health. Call on students to state leisure time activities and the effects these have on physical health.

Discuss and compile a workable definition of mental health. Ask the students to state how their leisure activities contribute to their mental health.

Discuss how physical and mental health are constantly undergoing change, possibly from one day to the next.

Tell the class that you are now going to present situations that may occur to them and discuss how this will effect first their physical health and second their mental health. Present as many situations as possible.

At the end of the situations assign the students the following:
(1) evaluate two effects their leisure time activities have on physical health
(2) evaluate two effects their leisure time activities have on mental health
(3) predict two changes that may take place in their physical health
(4) predict one change that may occur in their mental health.

EVALUATION: Students are able to:
- specify two effects their leisure activities have on physical health
- specify two effects their leisure activities have on mental health
- predict two changes that may take place in their physical health and one change in their mental health as they get older; relate these to changes in their leisure activities.

(See Evaluation Form for "Present & Future.")

530

Teacher______________________ Date(s)______________________

ACTIVITY EVALUATION FORM

Present & Future
Self-Understanding Goal A Grade 9

Students are able to:

1. Specify two effects their leisure activities have on physical health.
2. Specify two effects their leisure activities have on mental health.
3. Predict two changes that may take place in their physical health and one change in their mental health as they get older; relate these changes to their leisure activities.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Physical Effects	Mental Effects	Physical Change	Mental Change
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Discovery

Self-Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Competency: Students will specify warning signs of too much stress and tension.

Performance Indicator(s): Students are able to review the definition of stress and tension, provide two examples of stressful situations and provide examples of physical symptoms and warning signs of too much stress and tension.

Activity Objective

Students will demonstrate personal care skills that lead to satisfactory physical and mental health.

Activity

Total Time: Two class periods

Suggested Subject Matter Area: Health and physical education

Materials/Resources: Speaker for discussion, use of library

Educator's Preparation: See the librarian and make an appointment for the class to do research on stress and tension during the teen years--invite a specialist on tension disorders to speak to the class about stress and tension during the teen years and what physical changes can result from these. This could be a medical doctor, psychiatrist or a person from a Mental Health Agency--inform the class of the assignment beforehand in case they wish to bring materials for their paper on their own--be familiar with entire activity.

Directions:

Before going to the library compile a workable definition of stress and tension. Ask the students to express some examples of tension in their lives, making sure everyone understands.

Review with the students the topic of their papers. They must research stressful situations in the lives of teenagers, finding out what physical signs warn them of too much stress and tension. They must also research one illness among teenagers that results from too much tension. The report need not be longer than 1 or 2 pages.

Retire to the library for research. The assignment will be due the next day.

Invite a guest speaker to cover the following topics:

- causes of tension among teenagers
- warning signs of tension
- illness caused by too much tension
- preventative measures for teenagers to use.

A question and answer period should follow the speaker. The students should then use the input from their papers to ask questions.

After the speaker leaves, discussion should center around the combined facts from the research paper and the speech. Did the speaker's information support what the students found in their personal research?

Collect the research papers for evaluation.

EVALUATION: Students should be able to:
- define in their own words what stress means
- indicate two personal stressful situations
- provide three examples of physical symptoms and warning signs of too much stress and tension

(See Evaluation Form for "Discovery.")

533

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Discovery

Self-Understanding Goal A Grade 9

Students are able to:

1. Define in their own words what stress and tension mean
2. Indicate 2 personal stressful situations
3. Provide three examples of physical symptoms and warning signs of too much stress and tension

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Define	2. Situations	3. Examples
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Self-Understanding
Goal A
P.I. 3
Grade 10

Reasoning

Self-Understanding	
Goal A:	Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency:	Students will specify symptoms and warning signs of too much stress and tension.
Performance Indicator(s):	Students will be able to provide examples of emotional symptoms and the resulting behaviors of too much stress and tension.

Activity Objective

Students will be aware of personal care skills necessary for satisfactory physical and mental health.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Health and physical education
Materials/Resources:	Picture of emotion
Educator's Preparation:	Teacher should remind the students to bring one picture of an individual showing emotions pertaining to the previous discussion of stress and tension--teacher should be familiar with entire program for the lesson

Directions:

Review performance objectives 1 and 2.

Discuss emotional symptoms--what they are and mean.

Have students bring one picture each of individuals showing some sort of emotional stress. Have the students show the pictures of the stress and give them a label. You may do this by having each student stand and give an account of what is going on in the picture, why it is happening, and what will happen if it is to continue, or you may show the picture to the group as a whole and come to a group conclusion.

Following the discussion have each student give 3 examples of emotional symptoms and the resulting behaviors. These may come from the previous discussion or from their imagination.

Discuss and define again emotional symptoms and what behavior results from these.

EVALUATION: Students should be able to:
- know what emotional symptoms are
- recognize behaviors resulting from emotional symptoms

(See Evaluation Form for "Reasoning.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Reasoning

Self-Understanding Goal A Grade 10

Students are able to:

1. Provide examples of emotional symptoms
2. Provide examples of some resulting behaviors of too much stress and tension

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Examples	2. Resulting Behaviors
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Checklist of Stress

Self-Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Competency: Students will effectively reduce their stress during tension-producing situations.

Performance Indicator(s): Students will be able to provide examples of tension-producing situations in their lives.

Activity Objective

Students will demonstrate satisfactory physical and mental health.

Activity

Total Time: One class period

Suggested Subject Matter Area: Health and physical education

Materials/Resources: None

Educator's Preparation: Teachers should be familiar with entire plan for lesson. Make up questions to ask during the thinking phase of the lesson.

Directions:

Tell the students to close their eyes and think over the past few days, trying to recall when they were upset and the cause of it. Ask questions. Have they had a test they were worried about? Did they argue with their parents, friends, or brothers and sisters? What types of situations make them anxious?

Allow each student to voice one of their moments of tension. Draw comparisons from the group as a whole and make a checklist on the blackboard.

Have each student check in the box the types of tension they have felt.

Causes of Tension				
Fights	Tests	Dating	Peer Pressure	Etc.

538

Have each student write down 3 tension situations in their lives. Conclude the lesson by having the students draw conclusions from checklist. An example of a conclusion would be that many students are made tense by the same things.

EVALUATION: Students should be able to:
- recognize tension-producing situations in their lives
- give examples of tension producing situations in their lives

(See Evaluation Form for "Checklist of Stress.")

*Teacher*________________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Checklist of Stress

Self-Understanding   Goal A   Grade 11

Students are able to:

1. Provide 3 examples of tension producing situations in their lives.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Examples
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

GROUP STRESS REDUCTION

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will effectively reduce their stress during tension-producing situations.
Performance Indicator(s): Students will be able to explain the techniques they use to reduce stress during these tension-producing situations.

Activity Objective

Students will acknowledge ways to demonstrate satisfactory physical and mental health.

Activity

Total Time: two class periods
Suggested Subject Matter Area: health education
Materials/Resources: related activity "Checklist of Stress"
Educator's Preparation: From the list of examples asked for in performance indicator #1 (covered in the separate activity "Checklist of Stress"), compile categories of similar situations involving stress and divide the class into the same number of groups. Be mobile during the group meetings to help the students. Be familiar with entire activity.

Directions:

Present the categories to the class as a whole and divide the class into groups. Allow the groups time to meet and come up with various ways of reducing stress in these situations. Each group should have a leader to introduce their situation when the time arises. Each group member must present one technique to reduce tension. They can either explain it, demonstrate it or use any method they desire for presentation.

Begin group presentations that same day if possible. Allow for discussion after each one. Following the presentations each individual should write down three techniques he or she has used to reduce tension that correlates with the examples from performance indicator #1 (Activity: "Checklist of Stress".)

EVALUATION: Students will be able to:

- explain three techniques corresponding to the situations that caused tension in #1

(See Evaluation Form for "Group Stress Reduction.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

GROUP STRESS REDUCTION

Self Understanding Goal A Grade 11

Students are able to:

1. provide three examples of tension-producing situations (see Activity "Checklist of Stress.")
2. explain three techniques they use to reduce the stress that correlates with the examples in #1

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. examples	2. techniques
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Relaxation

Self-Understanding

Goal A:	Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency:	Students will effectively reduce their stress during tension-producing situations.
Performance Indicator(s):	Students will be able to demonstrate effective stress reduction during a tension-producing situation.

Activity Objective

Students will demonstrate satisfactory physical and mental health.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Health Education
Materials/Resources:	None
Educator's Preparation:	Be familiar with the method of relaxation used in the "Directions" and be prepared to administer it.

Directions:

Relaxation

1. Have the students lie flat on their backs in a supine position. Arms should be down at the sides with the palms down and the eyes should be closed throughout the exercise. When the exercise is completed, allow the students to remain down for a few minutes because if they rise too quickly they could pass out. When they get up they should do so slowly. Place a rolled towel beneath the knees so leg muscles are in a relaxed state.
2. Give the following commands and hold for about five seconds or more then say, "Relax."

Commands:

1) Curl right toes down
2) Curl left toes down
3) Curl right toes back
4) Curl left toes back
5) Point right foot down
6) Point left foot down
7) Curl right foot back
8) Curl left foot back
9) Extend right knee (straighten it)
10) Extend left knee (straighten it)
11) Flex right knee (bend it slightly)
12) Flex left knee (bend it slightly)
13) Rotate thighs outward
14) Rotate thighs inward
15) Squeeze buttocks together
16) Tighten abdominal muscles
17) Press back against floor
18) Pinch shoulder blades together
19) Press head against the floor
20) Grip right hand (make a fist)
21) Grip left hand (make a fist)
22) Grip right hand and curl wrist and elbow
23) Grip left hand and curl wrist and elbow
24) Grip right hand and curl it back, and flex elbow
25) Grip left hand and curl it back, and flex elbow
26) Shrug right shoulder
27) Shrug left shoulder
28) Curl neck forward

3. Allow students to remain down for a few minutes.

4. When all the students have risen, discuss the relaxation they might feel. Since they may not be able to go through this entire procedure when they become tense, ask for adaptations for different areas of the body.

5. Follow up during other class periods with a discussion of how they used relaxation exercises.

EVALUATION: Students are able to:
- demonstrate stress-reduction during a tense time in the classroom

(See Evaluation Form for "Relaxation.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Relaxation

Self-Understanding Goal A Grade 11

Students are able to:

1. Demonstrate effective stress-reduction during a tense situation in the classroom.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Demonstration
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Pulse Test

Self Understanding

Goal A:	Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency:	Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.
Performance Indicator(s):	Students will be able to demonstrate satisfactory physical and mental health.

Activity Objective

Students will demonstrate satisfactory physical and mental health.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Health and physical education
Materials/Resources:	Stopwatch, checklist
Educator's Preparation:	Bring a stopwatch or a watch with a second hand. Prepare a checklist of physical and mental health practices. A sample checklist is provided at the end of the lesson; be familiar with entire activity.

Directions:

Tell the students that there are several fitness tests that can be administered to test their physical health. Some of these are the President's Fitness Test, Army Fitness Test, and the Canadian Mounty Fitness Test. Some are more difficult than others. Some of these tests you must pass to be allowed in the organization. Tell them that they are going to take a simple test of fitness.

The pulse test - Explain that taking your pulse at rest is taking it after you have been at rest for 30 minutes. For purposes of the class you will take it as they sit. Tell the students to find their pulse in their wrist or neck. If they can't find it there, tell them to hold their hand over their heart. Tell them to begin counting when you say go and stop upon command. Write this down under a category labelled pulse at rest. Explain that the lower your pulse is the better shape you are in because with each beat your heart pumps more blood so it doesn't have to work as hard. For 1 minute have them run in place, take their pulse and write it down under 1 minute run. Allow 2 minutes rest and take their pulse again and record this under rest 1. Allow 2 more minutes of rest, take their pulse and record this under rest 2. Ask how many pulses dropped sharply after the first 2-minute rest. If it did, this is also an indicator of good fitness. Ask if it dropped from one rest period to the next. This can also indicate levels of fitness. If it drops sharply this indicates physical fitness. Explain that fitness is not the only part of physical health, but that it includes such things as cleanliness and lack of illness or injury. Physical fitness can be used as a prevention of illness or injury.

Pass out the checklist and allow time for the students to mark it. Ask them to be honest in marking it and ask them to evaluate in their own words their physical and mental health. Collect these at the end of the class.

EVALUATION: Students should be able to:
- demonstrate satisfactory physical health
- demonstrate satisfactory mental health

(See Evaluation Form for "Pulse Test.")

547

Resource Page for
"Pulse Test"

SAMPLE CHECKLIST

PHYSICAL AND MENTAL HEALTH

Do I -	Most often	Sometimes	Not often	Never
demonstrate cleanliness?				
dress for the weather?				
get ill often?				
practice preventive health care?				
relax?				
have feelings of worth?				
care for others?				
eat properly?				
get enough rest?				
exercise?				
like myself?				

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Pulse Test

Self Understanding Goal A Grade 12

Students are able to:

1. demonstrate satisfactory physical health
2. demonstrate satisfactory mental health

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Physical Health	2. Mental Health
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Self-Understanding
Goal A
P. I. 2
Grade 12

Charting Habits

Self-Understanding

Goal A:	Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency:	Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.
Performance Indicator(s):	Students will be able to analyze their personal skills that contributed to satisfactory physical and mental health.

Activity Objective

Students will demonstrate satisfactory physical and mental health.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Health, Physical Education
Materials/Resources:	Chart
Educator's Preparation:	One week before this lesson, hand out a chart that contains one week's worth of days. Tell the students to begin charting their health habits each day (sample chart can be found at the end of lesson). On the day of the lesson draw a chart on the blackboard.

Directions:

Tell students to bring out their charts for use during the class time.

Review what a physical health habit is and what a mental health habit is.

Discuss what habits the students have in common and what habits are purely individual.

Have the class pick an imaginary character or a famous person and try to chart his or her health habits. To do this the class must be familiar with the sample's life style. For example if they pick a movie star they must know the long work hours, the time the star puts in on reading, makeup, etc. Discussion should follow the choice and these factors decided upon.

Or

Create an imaginary person, give him or her a name, job, income bracket, family, etc. and then decide on the health habits.

Having finished the chart, discuss the result as a whole. The habits will vary but should stay mostly the same.

Have the students write down the 5 health care habits that have aided them the most.

EVALUATION: Students should be able to:
- base their analysis upon five skills they feel have contributed most to their physical and mental health.

(See evaluation form for "Charting Habits.")

Health Habit Chart

Name________________________________

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Resource Page for
"Charting Habits"

Teacher ______________________________ *Date(s)* ______________________

ACTIVITY EVALUATION FORM

Charting Habits

Self-Understanding Goal A Grade 12

Students are able to:

1. base their analysis upon five skills they feel have contributed most to their physical and mental health.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Skills
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Act It Out

Self-Understanding Goal A:	Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency:	Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.
Performance Indicator(s):	Students will be able to discuss how they know when their physical and/or mental health needs improvement and describe methods that contribute toward improvement.

Activity Objective

Students will demonstrate satisfactory physical and mental health.

Activity

Total Time:	3 class periods
Suggested Subject Matter Area:	Health and Physical Education
Materials/Resources:	List, example play
Educator's Preparation:	Prepare Situations List on blackboard. Divide the students into groups. Prepare an example play. Be mobile when the students are writing their plays to help through rough spots.

Directions:

Have the students list situations in which they know their physical or mental health is declining or needs improvement. Compile a list of about 10 situations.

Explain to the students that they must prepare a short play dramatizing the decline of physical or mental health using one of the above situations. In the dramatization, they must also reveal the method used that contributed to the improvement of the individual's physical or mental health. Review an example play to give the students a starting point.

Divide the students into groups and have each pick a situation. Give the students time to prepare their play. This will probably take the rest of the day and part of the next.

When the plays are finished, have each group present theirs. Following each play discuss the problem and the solution. Can there be alternate solutions?

EVALUATION: Students should be able to:
- discuss the warning signs when improvement in physical or mental health is needed
- describe 3 methods that contribute toward improvement

(See Evaluation Form for "Act It Out.")

Teacher ______________________ *Date(s)* ______________

ACTIVITY EVALUATION FORM

Act It Out

Self-Understanding Goal A Grade 12

Students are able to:

1. discuss the warning signs when improvement in physical or mental health is needed
2. describe three methods that contribute toward improvement

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Warning Signs	2. Methods of Improvement
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Subject: Health & P.E.

Content: Self Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Activity:

As you distribute these self evaluation forms read through the items. Ask volunteers to explain how each item relates to the ability to get along with people and to develop friends.

SELF EVALUATION FORM

NAME____GRADE____________

Directions: Some students are good at certain things. Other students are better at doing other types of things. Here is a list of different kinds of things that students do. Read each one and then decide how you would describe yourself.

	Very Much Like Me	Little Like Me	Not Like Me
1. Gets along well with boys			
2. Gets along well with girls			
3. Gets along well with teachers			
4. Gets school work in on time			
5. Is funny or comical			
6. Enjoys individual projects			
7. Remembers what's learned			
8. Controls temper			

Subject: Health & P.E.
Content: I
Goal: B

	Very Much Like Me	Little Like Me	Not Like Me
9. Is willing to help others			
10. Confident, sure of self			
11. Enjoys art work			
12. Is neat and clean in appearance			
13. Is able to take orders from teachers			
14. Is able to concentrate			
15. Is courteous, has good manners			
16. Gets a lot of fun out of life			
17. Enjoys arithmetic work			
18. Is a leader			
19. Is not too skinny, not too fat			
20. Studies hard, does not waste time			
21. Is willing for others to have their way sometimes			
22. Does not expect everything he or she does to be perfect			

Subject: Health & P.E.
Content: I
Goal: B

	Very Much Like Me	Little Like Me	Not Like Me
23. Is good at physical education			
24. Has new, original ideas			
25. Is not too tall, not too short			
26. Is able to talk to teachers easily			
27. Goes ahead with school work on his or her own			
28. Makes other people feel at ease			
29. Has lots of pep and energy			
30. Enjoys doing social studies projects			

****

560

Collage of Self

Self-Understanding	
Goal B:	Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency:	Students will appreciate their uniqueness and encourage that uniqueness.
Performance Indicator(s):	Students will be able to describe their uniqueness and why they appreciate that uniqueness.

Activity Objective

Students will discuss why they appreciate their uniqueness.

Activity

Total Time:	4 or 5 class periods
Suggested Subject Matter Area:	Language
Materials/Resources:	Construction paper, magazines, glue, scissors
Educator's Preparation:	Gather together the above materials, be familiar with this activity

Directions:

This collage is entitled "Me." The students should collect and cut out pictures, words, and symbols that they feel represent them (e.g., things they would like to do or own, places they've been, people they admire, etc.). These are pasted onto sheets of construction paper. Display the collages and allow students to guess who made the collage. Then ask each student to explain their collage to the class.

Discuss as a class the differences in each of the collages. Have students discuss the advantages of each student having different interests, capabilities, and hobbies.

EVALUATION: Students should be able to:
- describe 2 ways they are unique
- describe their appreciation for that uniqueness in respect to benefits for self and others

(See Evaluation Form for "Collage of Self.")

*Teacher*______________________________ *Date(s)*______________________

ACTIVITY EVALUATION FORM

Collage of Self

Self-Understanding Goal B Grade 12

Students are able to:

1. describe 2 ways they are unique
2. describe their appreciation for that uniqueness in respect to benefits for self and others

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. 2 Ways	2. Appreciation
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Subject: Health & P.E.

Content: Self Understanding

Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Activity:

Have the students work in groups to prepare satirical plays depicting undesirable behavior at sports events. You can assign a different kind of sports event to each group.

****

Subject: Health & P.E.

Content: Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills which allow them to communicate in their daily lives.

Activity:

Invite the school speech clinician to talk to the students about such things as:

a. speaking skill and courtesy.
b. making the voice more pleasant.
c. limiting distracting mannerisms.
d. stuttering, lisping and sound substitution.
e. abuse of vocal chords.
f. diseases and abnormalities of the vocal cords.
g. effects of smoking on the voice.
h. cancer of the larynx.

****

Subject: Health & P.E.

Content: Gathering and Processing Information

Goal A : Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

Activities:

Have students research physical changes which usually occur at their age. Have them list all these on pieces of paper. Have them circle those which they might have thought unnatural.

Then ask them to imagine that they could be changed into perfect human beings. Have them list the physical characteristics they would have. Ask. "What is the first thing you feel you would need to change to make you perfect?"

Ask them to think of the worst possible physical changes which might happen to them. Ask them to describe ways in which these physical changes "for the worst" might affect their personalities. (This should be interesting. You could say that people have undergone extreme physical changes resulting from illness and accidents. These people need lots of courage to overcome them. They also have to readjust their self-images.)

****

Have the students work in small groups. Each group will have a piece of chart paper prepared thus:

RECREATION					
Physical	Intellectual	Solitary	Social	Creative	Spectator

Have the students list many examples under each category. Have a recorder write down the examples on the chart paper. Have a volunteer from each group read its chart aloud so the students can compare.

****

Get together with several other teachers and have your students sponsor a day-long leisure activity show in the gym. Send out a survey sheet. Invite all the adults who can come to set up a table and display or demonstrate crafts, sports and any other use of leisure time. (Don't forget to include a booth or two for volunteers. A sign for that booth could read PAUL REVERE WAS A VOLUNTEER!) Try for a wide range of leisure time activities. Invite the contributors to appear with their displays so they can answer questions. Your students can advertise this by posters something like this:

IS THERE LIFE AFTER HIGH SCHOOL

or

WHAT ADULTS DO IN SPARE TIME

or

HOBBIES, PASTIMES AND LEISURE

Before taking students to see the displays, tell them what they will do on return. They will write six new leisure activities they have just seen. They will then put these in rank order from most interesting to least interesting. Have each student explain the two ranked most interesting on his or her list.

You could also distribute copies of a list of all the leisure-time activities represented and have the students circle the 10 most interesting.

****

Subject: Health & P.E.

Content: Gathering and Processing Information

Goal B : Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Activity:

Help the students gather information about part-time jobs that are available when they turn 16. Focus on the U.S.O.E. cluster of Hospitality and Recreation. Have the students use the telephone book's yellow pages to prepare a list of businesses and agencies related to this cluster. These might be:

--theatres
--country clubs
--restaurants
--hotels
--camps
--bowling alleys
--sports complexes
--sporting goods stores
--resorts
--taxi companies
--catering services
--travel agencies

After a list has been prepared, divide the businesses and agencies equally among the students. Assign them the task of telephoning in their spare time to learn:

a. if the business or agency hires 16-year olds for part-time jobs.
b. if so, what are the titles of the jobs?

Then have each student put his or her information on a large piece of poster paper something like this:

PART-TIME JOBS IN HOSPITALITY AND RECREATION

McDonald's 12091 Beefeater Rd. 1. Cooks-all kinds 2. Clerks 3. Janitor	Terre DuLac Golf Course 1492 Columbus Drive 1. Cook 2. Waitress 3. Caddy 4. Greenskeeper 5. Janitor 6. Pro shop clerk 7. Locker room attendant
Camp Swampy Rural Route 12, Box 13 Mosquito Ridge, Missouri 1. Cook 2. Counselor 3. Life guard 4. Tennis instructor 5. Craft leader	Rialto Theatre 132 West Broadway 1. Concession worker 2. Ticket seller 3. Ticket taker 4. Janitor

Subject: Health & P.E.
Content: IV
Goal: B

When the survey is complete, have the students select ten part-time jobs in work settings that interest them. Have them sit in small groups to read their lists of ten jobs to one another. Have them choose the one most interesting and tell why.

****

Subject: Health & P.E.

Content: Problem Solving

Goal A: Process of helping self and others.

Activities:

Have the students prepare their own first-aid kits with supplies they have brought from home.

Have a nurse demonstrate first-aid techniques. Let each student practice and master every procedure.

****

Have the students prepare a "directory" of all agencies, businesses, and institutions that work to promote better health in the community. They can locate these in the telephone book, court house, welfare office and so on. After the list is complete have each student select one for an in-depth report. Have them find out such things as:

--sources of funding
--area and people serviced
--services offered
--how services are paid for
--name and location

Put these reports together in a booklet titled, PROMOTING AND PROTECTING PUBLIC HEALTH.

****

Have the students prepare a list of service organizations and clubs in the community. Assign groups of students to prepare presentations of information they have gathered from the organizations. Have them learn about each group:

--history.
--goals and objectives.
--membership.
--services which help alleviate social problems.

****

FINE ARTS

Subject: Fine Arts

Content: Self Understanding

Goal A : Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Activity:

Invite a music therapist to explain three of the objectives that can be achieved by an effective music therapy program. Have him or her also present an overview of the process used in music therapy and the psychological results to be expected with the mentally ill.

****

Subject: Fine Arts

Content: Self Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Activities:

Let the students sit in small groups. They will take turns talking about music in their lives. Allow each speaker three minutes. The listeners should do the following to help each speaker:

A. Ask questions to help the speaker think.
B. Keep the focus on the speaker: talk about yourself when it's your turn.
C. Look at the speaker.

****

Have the students design greeting cards for their friends.

****

Have the students draw pencil portraits of their friends. They should strive for realistic placement and shapes of eyes, nose and so on.

****

Have the students make "Me Boxes." They make or use a square cardboard box. They paste on the box words and pictures which represent their abilities, interests, attitudes and so on.

****

Students will make a genealogical study by consulting family members, birth records and heraldry connected with the family. A collage will be prepared showing prominently the family name, a silhouette of the student, pictures and symbols which represent national origins of ancestors, and their occupations and pursuits in life. Symbols which portray the student's own interests and personality will also be included.

****

Ask students to describe the pyramids in Egypt and objects found in King Tut's tomb. Ask them to list objects that they would want buried with them in a pyramid to be dug up in 2,000 years.

Have them underline those objects which would help an archaeologist understand them. They can circle those objects which would help an archaeologist understand our civilization.

****

Subject: Fine Arts
Content: I
Goal: B

"Using a large piece of heavy paper or cardboard, a stack of old magazines, crayons, marking pencil, scissors and paints, build a collage of colors, pictures, words and objects that symbolize you. Try to express such things as yourself, your values, needs, ambitions, fears, relationships, interests, hobbies and feelings. No one in the group should see the collage until the teacher gives it to the group to discuss. When you have it ready, give it immediately to the teacher."

The collages are circulated around the group, then held up one at a time. As each collage is held up, group members guess who they think the collage belongs to and why. The "feedback" will have value to the person only as long as it is as specific as possible. The more discussion of each collage that occurs, the more each group member is learning how others see him or her.

After all of the collages have been discussed in detail by the group, the person who made each collage can explain it. Say, "When you discuss your collage you are revealing things which others may not know about you. How much you want to disclose depends entirely on you."

Let them ask questions about things that have been said.

****

Have each student make a collage depicting tastes, interests, personalities and aptitudes of another student.

****

574

Subject: Fine Arts

Content: Self Understanding

Goal C: Students will incorporate an understanding of how they are able to effectively manage themselves and their environment.

Activities:

Have the students prepare lists of 10 emotions. Have them choose three and make non-objective paintings for each. Let them sit in small groups to explain their emotions and paintings to one another.

****

Hold a classroom discussion on how the following relate to being a responsible band member:

--self-respect
--respect for others
--respect for authority
--self-confidence
--punctuality
--dependability
--accountability
--respect for instruments
--respect for band equipment
--respect for room
--respect for uniform

****

Subject: Fine Arts

Content: Interpersonal Relations

Goal A : Students will develop and incorporate those listening and speaking skills which allow them to communicate in their daily lives.

Activity:

Let the students work in pairs to write song lyrics describing emotions and reactions they have experienced.

****

Subject: Fine Arts

Content: Interpersonal Relations

Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.

Activity:

Have students view various works of art depicting family relationships. Discuss overall theme, mood, and etc. of pictures. Discuss how family background of artist may have influenced his/her art. Then, have students develop a collage or draw, paint, etc. a representation of their own families.

****

Subject: Fine Arts

Content: Interpersonal Relations

Goal C : Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Activities:

Have each student think of a friend. He or she can then design a birthday card for that person's interests and personality.

****

Have each student write a set of song lyrics for a friend, considering that person's:

--physical characteristics
--personality characteristics
--hobbies
--ethnic background
--clothing tastes
--favorite sports

****

Subject: Fine Arts

Content: Expressing Ideas

Goal A : Students will develop and incorporate an understanding of the various methods of expression in their daily lives."

Activities:

Have the students bring in empty packages, containers and bottles of commercially available products. Have each one choose one and Gesso the entire package and redesign it in his or her own way.

As the students become interested in packaging concepts, focus their attention on the need for responsibility in package design. Have them prepare a display of Japanese packaging.

****

Select one of the following compositions to play for your students:

--Stars and Stripes Forever: Sousa
--The Swan: Saint Saens
--Funeral March: Chopin
--William Tell Overture: Rossini
--Night on Bald Mountain: Moussorgski
--O Suzanna: Foster

Explain to the students that you would like for them to draw on paper the feeling or images they perceive from the music.

Try this activity as early as possible in the year and save the drawings. Toward the end of the year, try this activity again with the same music. After the students have completed their drawings, pass out to them their original work. It will be interesting for both the teacher and the students to see how their perception of the same piece of music has changed.

Explain that a stage scenery designer who works on a musical production--opera, ballet, variety show or musical--must understand the fundamental feeling the music is conveying.

****

Have the students use various media to depict the "life cycle."

****

Distribute a piece of school stationery to each student. Have them each design a new letter head for the school. Put these on display for Open House.

****

Subject: Fine Arts
Content: III
Goal: A

Have the students go through magazines and prepare a reference sheet of letter styles for their later use. Have them divide a 12 X 18 inch piece of paper into 10 sections. In each section they will paste examples of:

a. styles of writing
b. letters with shadow
c. letters with circle areas
d. letters with rounded ends
e. straight letters
f. stencil
g. lettering with patterns
h. lettering with feet
i. Old English lettering
j. italics

Then have them each clip a picture and paste it on a piece of paper. Have them use a lettering style that does not fit the product. (The result should be amusing.)

****

Have each student listen to a favorite recording and analyze the elements of the music. They can discuss:

a. melody
b. harmony
c. timbre
d. dynamics
e. volume
f. texture
g. tempo

****

Examine different styles of lettering. Have students make signs advertising hypothetical community fundraising events such as:

--garage sales
--bake sales
--car washes
--auctions
--benefit dances

****

Subject: Fine Arts
Content: III
Goal: A

Divide the class into two teams. Make a list of musical terms:

--Forte
--Piano
--Dimuendo
--Crescendo
--Ritardando
--Accelerando
--Allegro
--Andante
--Largo
--Poco

(A study of each work is necessary before this activity can be used.) Write each of these words on separate pieces of paper and place them in some kind of container. Next write thirty simple sentences on separate pieces of paper; for example, "John is going to the show." Now place these sentences in a separate container. Have one team send a player forward to draw one word and one sentence, after which he or she shows the two items to the teacher. Suppose the word is accelerando and the sentence is "John is going to the show." This person must speak or sing this sentence according to the word accelerando, which means "to increase in speed."

****

Subject: Fine Arts

Content: Gathering and Processing Information

Goal A : Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.

Activities:

Invite many fine art workers to speak to the class. To help (not limit) them plan their presentations, give to each one a copy of the suggested outline:

I. Preparation

    A. Education
        1. Cost
        2. Difficulty
        3. Various good schools to attend

    B. Apprenticeship
        1. Duration
        2. Duties
        3. Compensation

    C. Difficulty in Placement
        1. Method of acquiring first job

II. Duties

    A. Daily Routine
        1. Hours
        2. Possible unrelated duties
        3. Extra hours

III. Benefits

    A. Monetary
        1. Payment
        2. Commission
        3. Bonus

    B. Gratification
        1. Honors
        2. Awards of Achievement

    C. Extra Benefits
        1. Retirement
        2. Hospitalization
        3. Insurance
        4. Vacations
        5. Discounts
        6. Prestige

582

IV. Problems

   A. Personal Traits

   B. Others

V. Advancement

   A. Monetary

   B. Prestige

   C. Other

VI. Other

****

Paint a mural showing a total environment such as your community, a model city, an industrial development, a new subdivision, development of a county park and a city of the future.

Use the same idea but make the buildings three dimensional.

****

Plan the ideal home for a particular family. Consider who lives there, their ages, activities, hobbies, and so on. Plan for the interior, exterior, yard and neighborhood.

Plan the ideal school. Use same type of plan as listed above. Include playground equipment.

****

Have each student select a room at home he or she would like to redecorate. Have the class members spend several days looking through magazines and catalogs and clipping pictures of desired objects. This should include everything from floor to ceiling. They can paste the pictures on a large sheet of paper, writing costs beside each item. Have them total the cost and then write a few sentences describing the intended mood or feeling of the room.

****

Subject: Fine Arts

Content: Gathering and Processing Information

Goal B : Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Activities:

Many interior decorators design their own lines of mass-produced furniture. Some decorate display homes in subdivisions and others have their own shops where they sell furniture, lamps, fabrics and other accessories. Other interior decorators design rooms for home decorating magazines. Interior decorators prepare plans like those of an architect, making sketches in color. Sometimes they build scale models of fully furnished interiors to explain the designs to their clients.

A collage is a collection of different materials. It is an excellent way for you to begin coordinating various textures and colors that work well together.

Choose materials that are different in texture and design but related in color. For example, you might select a citrus color scheme (orange, yellow, lime greens in various shades and patterns). Include wallpaper, material scraps, construction paper, yarn and any other interesting textures. Be sure that you do not have many prints that are too much alike. Perhaps you might consider a medium and small print. The solid colors should be the same as those in the print or plaid design. Glue the pieces on a 9" X 12" piece of tagboard, outlining some areas with yarn. Black yarn is nice to use as it sharpens up and pulls the areas together. Repeat the patterns and colors throughout the collage. Buttons may be glued on when you are finished.

****

Use these kinds of objectives to plan the exploration of the occupations related to interest and ability in fine arts.

The student will:

a. identify the occupational cluster of this job.

b. recognize personal interests, values, aptitudes, abilities and physical characteristics as they relate to this occupation.

c. identify the factors which influence job success and personal satisfaction.

d. identify primary responsibilities as well as skills, knowledge and attitudes.

****

Subject: Fine Arts
Content: IV
Goal: B

Have the students find newspaper clippings or advertisements for community fund raisers. Have them design and letter posters to help publicize the event. Let them tell of their prior artistic contributions for such fund-raising events.

****

Have the students keep a scrapbook of newspaper reviewsof concerts, plays and recordings.

****

As the advertising layout artist for a newspaper the student will prepare a full-color layout for a specific product. The space shall be 8 inches by 11 inches and allowances should be made for the later addition of copy describing the product. Suggested products for the layout can include women's swimwear, cars, aspirin, shoes, sunglasses, men's shirts and so on. Stress the use of the principles of design and the psychology of advertising.

****

Have each student choose his or her favorite of all the fine arts--the one in which he or she could be completely involved. He or she should research it carefully and then research three related occupations which would provide employment while getting established in the preferred activity.

****

Have the students prepare a list of all the art schools in the state. They can use telephone directories and material from the counselor's office. Have them prepare letters to the schools in their preferred geographical areas to find out about tuition, requirements and courses of study.

****

Have a few volunteers (maybe those budding rock stars) contact a musicians' union for information on membership. Have them present this information to the class.

****

Subject: Fine Arts
Content: IV
Goal: B

Have the students work in pairs to provide examples of specific tasks using fine arts skills in each of the occupations:

Educational Level	Occupation	A specific task in which fine arts skills are used
High School	1. Landscape gardner 2. Gift wrapper 3. Sign painter 4. Wood engraver 5. Model 6. Upholsterer	1. 2. 3. 4. 5. 6.
Specialty Training	1. Illustrator 2. Draftsperson 3. Choreographer 4. Advertising layout person 5. Artist 6. Cartoonist 7. Commercial photographer 8. Interior designer 9. Beautician 10. Jeweler	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
College or Graduate School	1. Auto designer 2. Curator 3. Industrial designer 4. Architect 5. Medical illustrator 6. Dentist 7. Teacher	1. 2. 3. 4. 5. 6. 7.

****

Subject: Fine Arts
Content: IV
Goal: B

Have the students choose one of the following crafts:

--leathercraft
--tole painting
--jewelry making
--photography
--weaving
--rug making
--fabric design
--embroidery
--needlepoint
--macrame

Have them each prepare a report or presentation on the chosen craft. This can include:

a. basics of the craft
b. specific vocabulary or jargon
c. a list of objects that the presenter could make
d. approximate value of items made and sold
e. a list of local crafters active in the craft

****

Subject: Fine Arts

Content: Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Activity:

Have the students collect a bulletin board full of hair coloring ads. Ask them to explain the origins of stereotypes:

--Blondes have more fun.
--Hot-tempered red heads.

****

Rights and
Responsibilities
Goal E
P. I. 2, 3
Grade 8

Adults Work Together

Rights and Responsibilities
Goal E: *(Producer)* Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will analyze how producers may have to cooperate with each other to accomplish a large or difficult task.
Performance Indicator(s): Students will be able to recognize that different producers may be responsible for the task-parts and yet another producer is responsible for the task-whole, and analyze the role that cooperation plays, in the accomplishment of a large or difficult task.

Activity Objective

Students will discuss how producers work together to complete a task.

Activity

Total Time: three or four class periods
Suggested Subject Matter Area: art
Materials/Resources: poster paper for each child and/or pair of children, paints pencils, overhead projector, transparencies.
Educator's Preparation:
Read the methods guide sections on interviewing, and pupil-planned presentations, and field trips. Make one copy of Resource section pages
Prepare a transparency of Resource section pages

Directions:

Write these words on the board: mutually, reciprocally, unitedly, coincidentally, concurrently, and simultaneously. Tell them that these were found in the thesaurus under the entry word together. Tell them that people who are working mutually, reciprocally, unitedly, coincidentally, concurrently, and simultaneously are working together.

Tell students that you will be looking at some less visible adult occupations or "jobs." You will look closely at the jobs and try to imagine situations where the workers might work mutually, reciprocally, unitedly, together with another worker.

Present a transparency of Resource page PLASTERER. Read it to the students. Ask them if they know someone who is a plasterer. Have them help complete the sentences. Look at what the plasterer does and uses. Plasterers use plaster, trowels, and machines. Could there be a worker who comes to keep the machine filled and working?

Present a transparency of Resource page LATHER. Read it to the students. Ask them if they know anyone who is a lather. Have them help you complete the sentences by thinking about what the lather does and uses. Tell them to think about any other workers who might be involved in putting up the lathes. Have students complete the sentence on the transparency.

(over)

Cut apart the strips of occupations on Resource pages provided Then have each student draw one from a "hat" or sack. The task is to prepare a poster. The students will copy onto the poster paper the occupation, the pronunciation, and the explanation. The student will then try to complete the last sentence as an example of a situation in which this worker may work together with another. The students will draw or paint an illustration for the definition.

You could select from the resource pages those occupations performed in your area. You might then pair the students, assign a worker to each pair, and have them interview their worker via the telephone to find out if and how they work with other workers.

You may want to arrange for students to take walking field trips in pairs to interview their workers at their work sites. Or the students could do their information-gathering at home if they could choose their occupations.

Process the activity by having students present their posters and other information to the rest of the class. The presentations can take place in one large circle or in several smaller ones.

Then have students post their completed posters on one of those big beautiful hall walls in two categories:

-- "Occupations where workers would be likely to work together."
-- "Occupations where workers would be likely not to work together."

Be prepared for some differences of opinion.

EVALUATION: Students should be able to:

- give one example situation in the work world where different producers are responsible for task-parts while another producer is responsible for task-whole
- analyze the role cooperation plays in the accomplishment of a large or difficult task, including: a definition of operation, an example of what happens when there is no cooperation, and an example of what happens when producers do cooperate.

(See Evaluation Form "Adults Work Together.")

590

Resource Page for Adults Work Together

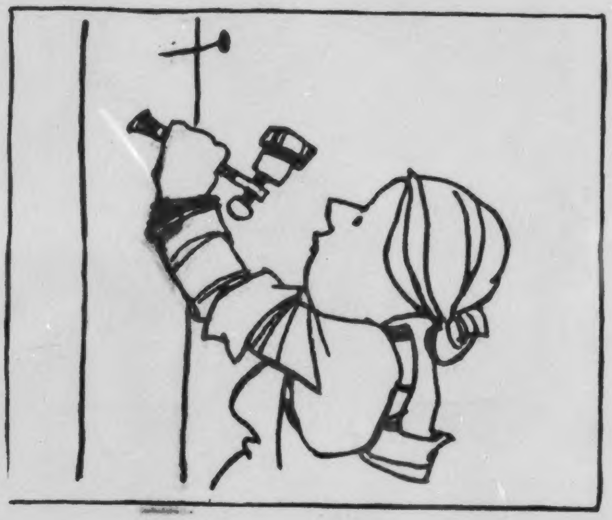
Plasterers spread soft lathes (see Lathers) to make walls. They use a trowel to make the wall smooth. Plasterers may also use machines to spray plaster on walls and ceilings (Hopke and Parramore, 1974, p. 75).

A plasterer might work together with a/an ______________________
to ____
____.

Resource Page for Adults Work Together

Lathers install metal and wooden lathes to support walls. Lathes are strips over which plaster, stucco or cement is applied. These materials cling to the lathes to make strong walls and ceilings. Lathers use rulers, hammers, saws, and stapling machines in their work (Hopke and Parramore, 1974, p. 51).

A lather might work together with a/an ______________________________
to ____
____.



Rights & Responsibilities
Goal E
P.I. 2, 3
Grade 8

Resource Page for Adults Work Together

POLICE OFFICER (po-lice' of' -fi-cer)

Police officers are on duty to help people. They are often called public servants. In their jobs, they protect people by preventing crime before it happens or helping to solve crimes that have already happened. Police serve the public by directing traffic and in rescue missions also.

A police officer might work together with a/an ______________________________
____
______________________________.

POET (po'-et)

Poets are special writers who describe feelings with words. They write their poems in stanzas using a rhythm or beat, and sometimes rhymes. When poets write, they try to share in the feelings and experiences of all people. Their work can be found in magazines as well as books.

A poet might work together with a/an ______________________________
____
______________________________.

HORTICULTURIST (hor'-ti-cul-tur-ist)

Horticulturists are scientists who study all types of plants. They research ways to improve plants by making them stronger. These scientists are also interested in the growing, storing, and shipping of trees, flowers, shrubs, and bushes.

A horticulturist might work together with a/an ______________________________
____
______________________________.

OCEANOGRAPHER (o-cean-og'-ra-pher)

Oceanographers study the oceans of the world. They check how deep they are and the chemicals in the water. Oceanographers make temperature studies and map the ocean floors. These scientists often make long sea voyages to gather this information.

An oceanographer might work together with a/an ______________________________
____
______________________________.

OCCUPATIONAL THERAPY ASSISTANT
(oc-cu-pa'-tion-al ther'-a-py as-sis'-tant)

These therapy assistants help patients who have serious illnesses and injuries. They teach them how to use their bodies again. They also teach patients to use artificial arms or legs. Occupational therapy assistants use all the time needed to help their disabled patients.

An occupational therapy assistant might work together with a/an
____
to ______________________________
______________________________.

Rights & Responsibilities
Goal E
P.I. 2,3
Grade 8

Resource Page for Adults Work Together

PHOTOGRAPHER (pho'tog'-ra-pher)

Photographers take pictures of people, places and things. They have darkrooms and laboratories where the film is developed into neagtives. The photograph is printed from negatives. They may work for newspapers or for a portrait studio. There are also jobs in television, motion pictures, and advertising for photographers.

A photographer might work with a/an ______________________
to ______________________
______________________.

BEAUTICIAN (beau-ti'-cian)

Beauticians help their customers take care of their hair, skin, and fingernails. They massage the scalp and face and suggest the proper make-up. Beauticians also style and care for wigs.

A beautician might work together with a/an ____________
to ______________________
______________________.

BARBER (bar'-ber)

Barbers cut, trim, and shape people's hair. They trim beards and mustaches, give shaves and scapl treatments. Barbers fit and groom their customer's wigs. To do all of this work, barbers use scissors, razors, combs, clippers and other tools.

A barber might work together with a/an ______________________
to ______________________
______________________.

RECEPTIONIST (re-cep'-tion-ist)

Receptionists work near the main entrance of an office or business. They greet people and give directions to visitors. Receptionists also answer the telephone, keep record of calls and make appointments for customers.

A receptionist might work together with a/an ______________________
to ______________________
______________________.

PATTERNMAKER (pat'-tern-mak'-er)

Patternmakers make wood or metal patterns when factories plan to produce new items. These workers make the first pattern of the item so that many more may be produced on machines.

A patternmaker might work together with a/an ______________________
to ______________________
______________________.

COMMERCIAL ARTIST (com-mer'-cail art'-ist)

Commercial artists sketch, draw, paint, and letter advertisements. Their artistic ability is a great help to the newspapers, magazines, and television stations for whom they work. The work of commercial artists can also be found in many school textbooks.

A commercial artist might work together with a/an ______________________
to ______________________
______________________.

Rights & Responsibilities
Goal E
P.I. 2, 3
Grade 8

Resource Page for Adults Work Together

HYDROLOGIST (hy-drol'-o'-gist)

"Hydro" means "water." Hydrologists study two kinds of water. One is surface water, such as lakes and rivers. The other is underground water found in springs. Hydrologists study ways to get more water to farmers. They may also help control flooding. These water specialists also make maps of underground water supplies in their jobs.

A hydrologist might work together with a/an ____________________
to ____________________
____________________.

GRAPHIC ARTIST (graph'-ic art'-ist)

Graphic artists work in all areas of printing and display work. They draw pictures for advertisements and books. Some graphic artists specialize in printed products. Others may work for stores by setting up window or floor displays. These artists may also sell and deliver art supplie needed by companies.

A graphic artist might work together with a/an ____________________
to ____________________
____________________.

COUNTY HOME ECONOMICS AGENT
(coun'-ty home e-co-nom'-ics a'-gent)

County home economics agents teach people how to run their homes. These agents work in areas away from large cities called rural areas. The home economics agent instructs families in how to handle food, budget their money, and save on clothing.

A county home economics agent might work with a/an ____________________
to ____________________
____________________.

BROADCAST TECHNICIAN (broad'-cast tech-ni'-cian)

Broadcast technicians set up and run the equipment needed to put on a radio or television program. These technicians work in studios with microphones, cameras, projectors, and tape recorders.

A broadcast technician might work together with a/an ____________________
to ____________________
____________________.

ROUTEPERSON OR DRIVER SALES
(route'-per-son or driv'-er sales)

Routepersons drive trucks to deliver items to homes and businesses. They load the trucks, drive them, and deliver the products. Routepersons may also collec payments from customers. Route drivers may work for dairies, bakeries, drycleaners, or any other business sending products to their customers.

A routeperson might work together with a/an ____________________
to ____________________
____________________.

Resource Page for Adults Work Together

BOOKKEEPER (book'-keep-er)

Bookkeepers help keep money records in all kinds of businesses. They keep track of money the businesses make and the money they spend. Bookkeepers use business machines to find out whether the companies are making a profit or taking a loss.

A bookkeeper might work together
with a/an ______________________
to _____________________________
________________________________.

RECREATION SPECIALIST
(rec-re-a'-tion spe'-cial-ist)

Recreation specialists plan activities for parks and playgrounds. They help people enjoy their free time. These specialists may work in sports centers, churches, hospitals, or for youth groups.

A recreation specialist might work
together with a/an ______________
to _____________________________
________________________________.

BUS DRIVER (bus driv'-er)

Bus drivers do more than just drive. In their job, they must coolect money or tickets, give information and directions, and provide for the safety of their passengers.

A bus driver might work together
with a/an ______________________
to _____________________________
________________________________.

PODIATRIST (po-di'-a-trist)

Podiatrists study and treat foot conditions. They may treat ingrown nails or build up weak arches. They also help improve muscle, joint, and bone conditions. If needed, these doctors may perform foot surgery.

A podiatrist might work together
with a/an ______________________
to _____________________________
________________________________.

FASHION DESIGNER (fash'-ion
de-sign'-er)

Fashion designers make new styles of clothing for people. They sketch ideas and help make patterns for clothes. These designers must keep up with new fabrics and the latest styles in their work.

A fashion designer might work
together with a/an ______________
to _____________________________
________________________________.

FORESTER (for'-est-er)

Foresters manage and protect woodland. They care for trees by seeing that they grow properly. Foresters also feed and water animals or find shelters for them. In addition, they may look after campgrounds, parks, and other wooded recreation areas. Foresters work in woodlands as well as in laboratories for industries that use wood.

A forester might work together
with a/an ______________________
to _____________________________
________________________________.

Rights & Responsibilities
Goal E
P.I. 2, 3
Grade 8

Resource Page for Adults Work Together

AIR TRAFFIC CONTROLLER
(air traf'-fic con-trol'-er)

Air traffic controllers direct planes in the air and on the ground. Their job is like that of traffic officers on a crowded street except they work at busy airports. These controllers let pilots know when and where they may take-off or land planes. All of this important work is done from the controllers' post high in the airport control tower.

An air traffic controller might work together with a/an ____________ ____________ to ____________ ____________.

FISH CULTURE TECHNICIAN
(fish cul'-ture tech-ni'-cian)

Fish culture technicians breed and raise fish. They work for federal, state and privately-owned hatcheries. These technicians care for fish from the time they hatch from eggs until they are fully grown. Fish culture technicians improve fish and the body of water they live in.

A fish culture technician might work with a/an ____________
to ____________
____________.

COUNSELOR (coun'-sel-or)

Counselors talk with people and help them to help themselves. They help students to get the most they can out of school. Counselors help people plan to get jobs they like and can do. Counselors also help people learn how to get along better with themselves and with other persons. Some counselors work mainly with people who have handicaps. Counselors help handicapped persons learn and work as much as they can.

A counselor might work together with a/an ____________
to ____________
____________.

LANDSCAPE ARCHITECT (land'-scape ar'-chi-tect)

Landscape architects work to make land beautiful as well as useful. They plan where buildings are to be placed and how to beautify the grounds around them. These architects work at parks, schools, and housing projects. After planning, landscape architects also direct the planting of the land.

A landscape architect might work together with a/an ____________
____________ to ____________
____________.

Rights & Responsibilities
Goal E
P.I. 2, 3
Grade 8

Resource Page for Adults Work Together

GEOLOGIST (ge-ol'-o-gist)

Geologists study the many layers of material that make up the earth. They research what the world was like in the beginning and what the world is like now. Geologists look for hidden resources or map out what is beneath the earth's surface. These scientists are also studying the surface of the moon and other planets.

A geologist might work together
with a/an ____________________
to ____________________
____________________.

INTERIOR DECORATOR (in-te'-ri-or dec'-o-ra-tor)

Interior decorators are workers who help decorate the insides of homes and businesses. They also work with the interiors of ships, airplanes, and theaters as well as set decorations for motion pictures and television. Decorators help people choose paint, wallpaper and floor coverings. They help make everything look pleasing.

An interior decorator might work
with a/an ____________________
to ____________________
____________________.

INDUSTRIAL DESIGNER (in-dus'-tri-al de-sign'-er)

Industrial designers plan the products to be made by industries. They also design the packages and diplays for these items. Industrial designers work with many new ideas. They improve the looks of machine-made products. These designers understand materials, machines, and production to do their job.

An industrial designer might work
together with a/an ____________________
__________ to ____________________
____________________.

Teacher________________________ **Date(s)**________________

ACTIVITY EVALUATION FORM

Adults Work Together

Rights and Responsibilities **Goal** E **Grade** 8

Students are able to:

1. give one example situation in the work world where different producers are responsible for task-parts while another producer is responsible for task-whole
2. analyze the role cooperation plays in the accomplishment of a large or difficult task

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. example	2. analyze
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Subject: Fine Arts

Content: Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

Activity:

Students will be asked to draw their world--that is, draw a symbol for each of the major parts of their lives. In drawing the symbols, students may select colors that suggest how they feel about the particular areas of their lives. They might also select colors for the backgrounds that suggest their outlooks on life. Underneath the drawings the students will be asked to jot down words that describe how they feel others see them. The drawings may be shared with others in a small group or placed with explanations in their personal files.

****

Valuing and
Decision-Making
Goal A
P. I. 1, 2, 3
Grade 9

ME COLLAGE

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency: Students will describe and prioritize their values.

Performance Indicator(s): Students will be able to describe their values, prioritize their values, and evaluate the ranking of their values.

Activity Objective

Students will describe and rank their values and evaluate the ranking of their values.

Activity

Total Time: two to three class periods
Suggested Subject Matter Area: art
Materials/Resources: magazines, heavy poster paper, crayons, marking pencils, paints, glue, tape, scissors
Educator's Preparation: collect all materials; be familiar with the entire activity

Directions:

Put the following terms up on the board:

- values
- needs
- ambitions
- relationships
- fears
- hobbies
- interests
- feelings

Review and discuss each one, pausing long enough after each to let students list five of them. When finished, have the students look back over each list and rank them, putting a 1 by the most important, a 2 by the next most important, etc.

Then explain to the students:

> "Using a large piece of heavy paper or cardboard, a stack of old magazines, marking pencil, scissors and paints, build a collage of colors, pictures, words and objects that symbolize you. Try to express your values, needs, ambitions, etc., as written on your list. No one in the group should see the collage until I give it to the group to discuss. When you have it ready, give it immediately to me."

The collages are circulated around the group, then held up one at a time. As each collage is held up, group members guess who they think the collage belongs to and why. The "feedback" will have value to the person only as long as it is as specific as possible.

The more discussion of each collage that occurs, the more each group member is learning how others see him or her.

After all the collages have been discussed in detail by the group, the person who made each collage can explain it. Say, "When you discuss your collage, you are revealing things which others may not know about you. How much you want to disclose depends entirely on you."

Let them ask questions about things that have been said.

After the sharing, have each student write a short essay explaining why one value, or need, etc., was more important (i.e., ranked higher than another).

EVALUATION: Students should be able to:

- describe five values
- rank their values, placing the most important first, etc.
- include in their evaluation an explanation of why one value holds more importance than another

(See Evaluation Form for "Me Collage.")

*Teacher*____________________ *Date(s)*________________

ACTIVITY EVALUATION FORM

Me Collage

Valuing and Decision Making Goal A Grade 9

Students are able to:

1. describe five values
2. rank their values, placing the most important first, etc.
3. include in their evaluation an explanation of why one value holds more importance than another

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. values	2. rank	3. evaluation
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Subject: Fine Arts

Content: Achievement Motivation

Goal A: Students will develop and incorporate skill in planning and setting goals.

Activities:

Many instrumental music teachers have a system of "challenges" as a way to motivate students to practice. This practice advances them to higher positions or helps them maintain their first-chair status.

Point out that they are using goal-setting and planning to do this. The goal is to advance toward or to maintain first-chair status. The plan is to practice.

****

With an on-going project such as painting or macrame, have students write down the date when it can be realistically completed. Then have them break the time into blocks and the whole project into steps. Have them write down target dates for completion of the various steps. They might want to use something like this:

Name____________________________________

Project_________________________________

Completion Date__________________________

Steps	Target Date
1.	
2.	
3.	
4.	
5.	

****

Subject: Fine Arts

Content: Achievement Motivation

Goal B : Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Activities:

A good many artists teach to support themselves while getting established.

Each student shall prepare a demonstration and lesson plan to present to the class. Outlines should include:
--activity description
--procedure
--materials needed
--instructions for use of materials

****

In small groups the students will produce games. They will have to develop the concepts, design the boards or other equipment needed. They will also create the packages and commercials for their games.

****

Have each student bring a headline naming a person. For example, "Shah Appoints Former Spy to Head Secret Police."

Have them each prepare a cartoon assessment of the situation, its participants and the ramifications.

****

Subject: Fine Arts

Content: Problem-Solving

Goal B : Students will develop and incorporate the ability to anticipate and cope with change.

Activity:

Have the students attempt to play numerous musical instruments to experience some of the skills required for performing on each.

****

ACTIVITY WRITING FORMS

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal C
P.I.
Grade

Self-Understanding
Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

610

Interpersonal Relations
Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal B
P.I.
Grade

Interpersonal Relations
Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal D
P.I.
Grade

Interpersonal Relations
Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal A
P.I.
Grade

Expressing Ideas
Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Information
Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and
  Processing Info
Goal C
P.I.
Grade

Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and Responsibilities
Goal A: *(Individual)* Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and Responsibilities
Goal B: *(Learner)* Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal C
P.I.
Grade

Rights and Responsibilities
Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and Responsibilities
Goal D: *(Consumer)* Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal E
P. I.
Grade

Rights and Responsibilities
Goal E: *(Producer)* Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and Decision-Making
Goal B: Students will develop and incorporate an understanding of the decision-making process.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time,
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and Decision-Making
Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P. I.
Grade

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goal goals.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal A
P. I.
Grade

Problem-Solving
Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal B
P. I.
Grade

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency:

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

OVERVIEW: CONTENT AREAS/GOALS/COMPETENCIES

KINDERGARTEN

SELF UNDERSTANDING

Students will describe ways they care for themselves.

Students will describe their appearance and their favorite activities.

Students will describe areas where they are self-sufficient.

INTERPERSONAL RELATIONS

Students will recognize that they listen to and speak with a variety of people.

Students will recognize their family relationships.

Students will describe their work and play relationships with others.

Students will recognize various interpersonal relationships in their lives.

EXPRESSING IDEAS

Students will recognize different expressions for various feelings.

Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.

GATHERING AND PROCESSING INFORMATION

Students will describe their daily activities at home.

Students will describe those things they learn at home.

Students will mentally project adults into work activities other than those they do presently.

RIGHTS AND RESPONSIBILITIES

Students will describe what makes up a family.

Students will describe what learning is and how they are learners.

Students will describe those rules they follow at home and school and why those rules are necessary.

Students will describe the appropriate place of purchase for various items.

Students will describe the work activities of family members.

VALUING AND DECISION-MAKING

Students will describe people and activities they enjoy.

Students will describe choices they make.

Students will describe decisions they make by themselves.

ACHIEVEMENT MOTIVATION

Students will describe what job they desire to do when they "grow up."

Students will describe tasks they can accomplish at home.

PROBLEM-SOLVING

Students will describe situations when others do not communicate the same way they do.

Students will describe situations that are going to happen in the future.

FIRST GRADE

SELF UNDERSTANDING

Students will describe how they care for their physical health.

Students will recognize how others differ from themselves.

Students will describe responsibilities they have in their environment.

INTERPERSONAL RELATIONS

Students will describe those methods that enable them to speak so they can be understood by others.

Students will describe the roles of each family member.

Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.

Students will recognize that they affect things and others around them.

EXPRESSING IDEAS

Students will describe different ways they express their own feelings.

Students will recognize that the way they feel about something may be the same or different from how others feel.

GATHERING AND PROCESSING INFORMATION

Students will describe their daily activities at school.

Students will describe those things they learn at school.

Students will distinguish which activities in their environment are done by certain people.

RIGHTS AND RESPONSIBILITIES

Students will recognize that there are families around the world.

Students will recognize that learning occurs at all ages.

Students will recognize the town, state, and country in which they reside.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will understand why people use money in our economic system.

Students will describe different work activities and their importance.

VALUING AND DECISION-MAKING

Students will describe a variety of things that are important to them.

Students will recognize that everyone has to make choices.

Students will recognize which decisions are difficult for them.

ACHIEVEMENT MOTIVATION

Students will recognize that there are different ways for getting tasks accomplished.

Students will describe tasks they can accomplish at school.

PROBLEM-SOLVING

Students will describe ways they communicate empathy and understanding to others.

Students will realize how they have changed during the past year.

SECOND GRADE

SELF UNDERSTANDING

Students will describe how they care for their mental health.

Students will recognize activities that interest them and those that do not.

Students will give such examples of their environment as their address and the way from school to home.

INTERPERSONAL RELATIONS

Students will describe those listening and speaking skills that allow them to understand others and others to understand them.

Students will describe activities they participate in as a family.

Students will describe the process of making a friend.

Students will describe how the actions of others affect their own behavior.

EXPRESSING IDEAS

Students will determine the appropriate situations for expressing different feelings.

Students will describe ways to express opinions so that they are understood by others.

GATHERING AND PROCESSING INFORMATION

Students will describe necessary daily activities that are carried out by others.

Students will relate learning experiences at school to situations in the home.

Students will define the meaning of stereotype.

RIGHTS AND RESPONSIBILITIES

Students will understand that all family members contribute toward family life.

Students will describe where they learn.

Students will describe what a citizen is and how persons become citizens.

637

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will understand what a consumer is and how they are consumers.

Students will define "work" and recognize that all people work.

VALUING AND DECISION-MAKING

Students will recognize that what is important to them may not be important to others.

Students will describe those things they have learned which aid in making choices.

Students will recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate.

ACHIEVEMENT MOTIVATION

Students will describe a work activity they have to do and the way they get that activity done.

Students will describe tasks that are carried out by self and others and purposes of those tasks.

PROBLEM-SOLVING

Students will describe situations in which they need help from others.

Students will define what "future" means and describe situations they desire to happen in the future.

THIRD GRADE

SELF UNDERSTANDING

Students will describe how exercise and nutrition affect their mental health.

Students will realize that environment influences interests and capabilities.

Students will describe situations where they have some control over themselves.

INTERPERSONAL RELATIONS

Students will describe ways in which we communicate non-verbally to others.

Students will define what "family" means.

Students will describe the process of making and keeping a friend.

Students will recognize the actions they take that affect others' feelings.

EXPRESSING IDEAS

Students will describe ways others express thoughts and feelings to them.

Students will describe opinions that they feel strongly about.

GATHERING AND PROCESSING INFORMATION

Students will recognize that people have varying roles and will describe their own roles.

Students will describe those things they learn in the community as citizens and consumers.

Students will describe stereotypes that correspond to certain jobs.

RIGHTS AND RESPONSIBILITIES

Students will recognize that there are different kinds of families.

Students will describe the basic methods of learning.

Students will describe reasons why a country needs laws and governments.

633

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe how to use money correctly when paying for something.

Students will recognize that a producer can have many different roles.

VALUING AND DECISION-MAKING

Students will describe how what is important to others influences what is important to them.

Students will describe their thought processes before a decision is made.

Students will describe why they might want to change a decision and recognize when it is or is not possible to make that change.

ACHIEVEMENT MOTIVATION

Students will describe the trial-and-error approach to a task.

Students will describe ways they judge if they have satisfactorily accomplished their tasks.

PROBLEM-SOLVING

Students will describe those activities in which others need their help.

Students will describe how life roles have changed and will change as they grow older.

FOURTH GRADE

SELF UNDERSTANDING

Students will recognize that they are important to themselves and others.

Students will indicate that all people are different and that they have different skills and abilities.

Students will recognize situations where they have some control over their environment.

INTERPERSONAL RELATIONS

Students will listen to and speak with both friends and others who are not close friends.

Students will describe the benefits of family cooperation.

Students will describe how people depend on each other to fulfill their needs.

Students will explain how what they say affects others' actions and how what others say affects their actions.

EXPRESSING IDEAS

Students will describe what constitutes an opinion, a belief, and a fact.

Students will discuss and differentiate the definitions of assertiveness, aggressiveness, and non-assertiveness.

GATHERING AND PROCESSING INFORMATION

Students will understand what important events affect the lives of self and others.

Students will describe how workers learn from their jobs.

Students will describe a variety of stereotypes and indicate ways that stereotypes affect them.

RIGHTS AND RESPONSIBILITIES

Students will recognize that both parents and children have responsibilities.

Students will identify the learning process.

Students will recognize basic rights and responsibilities that affect their lives as U.S. citizens.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will discuss why the ability to determine need or priority is a significant consumer skill.

Students will recognize how they depend on different producers.

VALUING AND DECISION-MAKING

Students will define "values" and describe their own values.

Students will describe the decision-making process.

Students will describe how their lives have been influenced by decisions they and others have made.

ACHIEVEMENT MOTIVATION

Students will describe the planning process and compare it to the trial-and-error approach.

Students will describe steps they follow in producing a product or task they take pride in.

PROBLEM-SOLVING

Students will discuss various methods of relieving stress associated with problems.

Students will describe how interests and capabilities can change.

FIFTH GRADE

SELF UNDERSTANDING

Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.

Students will specify those personal characteristics and abilities that they value in themselves and others.

Students will analyze how growing up requires more self-control.

INTERPERSONAL RELATIONS

Students will recognize when they and others feel proud of their accomplishments and exhibit acknowledgment of that pride.

Students will describe their relationships with family members.

Students will indicate methods that lead to effective cooperation with children and adults.

Students will compare the results of their behavior upon others of different ages.

EXPRESSING IDEAS

Students will discuss that all people have opinions and beliefs.

Students will determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will recognize what a life style is and what influences their own life style.

Students will explore the various ways information is compiled so people can use it.

Students will indicate reasons why stereotypes are attached to jobs and groups.

RIGHTS AND RESPONSIBILITIES

Students will recognize that both parents and children have rights as well as responsibilities.

Students will describe the responsibilities involved for a learner.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will recognize that citizens are required to pay taxes to support city, state, and national governments.

Students will discuss why the ability to compare and to determine quality are important skills for consumers.

Students will realize that producers obtain rewards for their work.

VALUING AND DECISION-MAKING

Students will describe how their values influence what they do.

Students will describe the necessity of specifically identifying the decision to be made.

Students will identify a major decision to be made and determine the smaller decisions required as part of the larger decision.

ACHIEVEMENT MOTIVATION

Students will define the meaning of "goal" and describe some goals they have achieved.

Students will describe task analysis and how it contributes toward task accomplishment.

PROBLEM-SOLVING

Students will describe resources that are available to help solve problems.

Students will imagine what their lives might be like in the future.

SIXTH GRADE

SELF UNDERSTANDING

Students will understand what "stress" means and will describe methods of relaxation for handling stress.

Students will compare their characteristics and abilities with others and will accept the differences.

Students will understand how they can control desires rather than to allow desires to control them.

INTERPERSONAL RELATIONS

Students will discuss how communications skills improve their relationships with others.

Students will recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships.

Students will recognize the results of cooperativeness and the results of competitiveness.

Students will describe ways peers and adults interact.

EXPRESSING IDEAS

Students will describe the various methods of expressing opinions and beliefs.

Students will develop relaxation techniques to prepare themselves for situations requiring assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will analyze ways they have control over themselves and their lifestyles.

Students will analyze their own skills in compiling and integrating information.

Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.

RIGHTS AND RESPONSIBILITIES

Students will describe the legal rights and responsibilities of family members.

Students will describe the rights involved for a learner.

Students will describe how the government uses tax money.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will discuss the influence that advertising has on consumers.

Students will analyze the relationship between interests and producer-satisfaction.

VALUING AND DECISION-MAKING

Students will define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals.

Students will discuss how gaining more information increases their alternatives.

Students will generate and increase the alternatives to a specific decision by gaining more information about that decision.

ACHIEVEMENT MOTIVATION

Students will predict five goals they would like to achieve within five years.

Students will describe methods of evaluating progress and how they contribute toward task accomplishment.

PROBLEM-SOLVING

Students will analyze when to ask for help.

Students will predict what the world will be like in twenty years.

SEVENTH GRADE

SELF UNDERSTANDING

Students will distinguish between things helpful and things harmful to physical health.

Students will analyze how their characteristics and abilities can be expanded.

Students will evaluate the relationship between mass media and self-control.

INTERPERSONAL RELATIONS

Students will explain how communications skills contribute toward work within a group.

Students will analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships.

Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.

Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.

EXPRESSING IDEAS

Students will demonstrate skills necessary to express their opinions and beliefs in written form.

Students will describe some of the emotional blocks to assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will evaluate their feelings in a variety of settings.

Students will relate their learning at school to their leisure activities.

Students will analyze the effects information can have on stereotypes.

RIGHTS AND RESPONSIBILITIES

Students will describe the importance and benefits of understanding their family rights and responsibilities.

Students will analyze the school as a learning environment and describe its effects on them.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities they have as citizens of their towns and state.

Students will analyze their families' spending patterns.

Students will describe general rights and responsibilities of producers.

VALUING AND DECISION-MAKING

Students will compare and contrast others' values.

Students will describe the importance of examining their values and opinions when making a decision.

Students will describe decisions they have made that were based on their values and opinions.

ACHIEVEMENT MOTIVATION

Students will describe ways they have seen others use planning, the trial-and-error approach, and goal-setting.

Students will describe methods and effects of evaluating achievement.

PROBLEM-SOLVING

Students will explore the problem-solving process and how listening and talking help to solve problems.

Students will predict ways in which some present careers may be different in the future.

EIGHTH GRADE

SELF UNDERSTANDING

Students will distinguish between things helpful and things harmful to mental health.

Students will analyze how personal characteristics and abilities and interests relate to job fields.

Students will analyze how the determination of problem ownership helps them to better manage themselves and their environment.

INTERPERSONAL RELATIONS

Students will analyze effective public speaking methods and skills.

Students will describe a family meeting and explain how it can be helpful in establishing effective family relations.

Students will evaluate the importance of friendships with peers and adults.

Students will describe situations where their behaviors affect others' behavior toward them.

EXPRESSING IDEAS

Students will examine their own methods of expressing opinions and beliefs.

Students will describe non-assertive and aggressive behaviors and the problems produced by these behaviors.

GATHERING AND PROCESSING INFORMATION

Students will predict their feelings in a variety of potential settings.

Students will relate their learning at school to their activities in the community as citizens and consumers.

Students will describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced.

RIGHTS AND RESPONSIBILITIES

Students will compare and contrast the responsibilities of all family members.

Students will describe their personal learning and study skills as a means of meeting learner responsibilities.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities they have as U.S. citizens.

Students will determine those abilities which comprise an effective consumer.

Students will analyze how producers may have to cooperate with each other to accomplish a large or difficult task.

VALUING AND DECISION-MAKING

Students will analyze the effects of people having different beliefs and values.

Students will analyze the importance of the concepts of generating alternatives and assessing the consequences of each before making a decision.

Students will consider the consequences and risks involved for various alternatives to a specific decision.

ACHIEVEMENT MOTIVATION

Students will contrast goals they desire to complete with goals they expect to complete.

Students will examine the process and sequence of task accomplishment.

PROBLEM-SOLVING

Students will evaluate their limitations in helping others and themselves.

Students will predict how they may have to change to fit into a career in the future.

NINTH GRADE

SELF UNDERSTANDING

Students will indicate the effects their leisure time activities have on their physical and mental health.

Students will define their unique values, interests and capabilities.

Students will evaluate how responsibility helps them manage their lives.

INTERPERSONAL RELATIONS

Students will communicate appreciation when others successfully complete a difficult task.

Students will describe how the concept of family constellations might apply to them.

Students will evaluate the importance and effects of group friendships.

Students will describe ways they can act to provoke a desired behavior in another person.

EXPRESSING IDEAS

Students will analyze situations when a written expression of opinions and beliefs is an effective means of influencing others.

Students will analyze the four types of assertiveness styles.

GATHERING AND PROCESSING INFORMATION

Students will analyze how life roles, settings, and events determine preferred life styles.

Students will relate their learning and study skills to their work activities.

Students will analyze stereotypes that exist for them and how those stereotypes limit their choices.

RIGHTS AND RESPONSIBILITIES

Students will compare and contrast the rights of all family members.

Students will analyze how their academic and study skills form systems which apply to the learning of different subjects.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will evaluate the purposes of taxes and how they support the government.

Students will compare and contrast varying consumer habits in other countries.

Students will describe their present taking of responsibility and enjoyment of producer rights.

VALUING AND DECISION-MAKING

Students will describe and prioritize their values.

Students will describe the importance of reviewing the consequences of similar past decisions before making their final choice in the decision-making process.

Students will identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions.

ACHIEVEMENT MOTIVATION

Students will evaluate the importance of setting realistic goals and striving toward them.

Students will analyze a specific task they wish to accomplish.

PROBLEM-SOLVING

Students will use communications skills to help others.

Students will analyze how their values, interests, and capabilities have changed and are changing.

TENTH GRADE

SELF UNDERSTANDING

Students will specify symptoms and warning signs of too much stress and tension.

Students will analyze how characteristics and abilities develop.

Students will show how they manage their environment.

INTERPERSONAL RELATIONS

Students will communicate their understanding of what another person has said.

Students will describe families that are different from their own and predict how they might feel in that set of relationships.

Students will analyze the differences and similarities between cooperation and competition.

Students will explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors.

EXPRESSING IDEAS

Students will analyze how to use skills of expression in a variety of settings.

Students will assess the needs they have in asserting themselves.

GATHERING AND PROCESSING INFORMATION

Students will compare how life styles differ depending on life roles, settings, and events.

Students will predict how they will use knowledge from school in future life and work experiences.

Students will analyze stereotypes held by others and how those stereotypes can limit choices.

RIGHTS AND RESPONSIBILITIES

Students will describe the interrelationship between family rights and family responsibilities.

Students will evaluate personal academic and study skills and explain how they can be improved.

Students will describe their rights and responsibilities as world citizens.

653

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities of consumers.

Students will describe the legal rights and responsibilities of producers.

VALUING AND DECISION-MAKING

Students will predict how their values will influence their life styles.

Students will analyze the decision-making process used by others.

Students will analyze the consequences of decisions that others make.

ACHIEVEMENT MOTIVATION

Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.

Students will use a variety of methods to evaluate progress and achievement of a specific task.

PROBLEM-SOLVING

Students will predict methods they may use in caring for medical emergencies.

Students will predict some of the concerns they may have as they get older.

ELEVENTH GRADE

SELF UNDERSTANDING

Students will effectively reduce their stress during tension-producing situations.

Students will specify which characteristics and abilities they appreciate most in themselves and others.

Students will assess how avoiding responsibility hinders their ability to manage themselves and their environment effectively.

INTERPERSONAL RELATIONS

Students will explain that the way they communicate a thought or idea influences others' reactions to that thought or idea.

Students will assess their current family relationships and evaluate their effectiveness.

Students will evaluate the effectiveness of their own friendship skills.

Students will analyze the cycle of consequences that might occur as the result of unacceptable behavior.

EXPRESSING IDEAS

Students will understand the relationship between self-respect and respect for others' opinions in group situations.

Students will determine the losses and gains possible from using assertive behavior in various situations and decide if the risks and consequences warrant that system of behavior.

GATHERING AND PROCESSING INFORMATION

Students will determine how life roles, settings, and events have influenced their present life styles.

Students will discuss how the compiling and integrating of information occurs throughout life.

Students will evaluate the effects additional experience and information have had on those stereotypes in their lives.

RIGHTS AND RESPONSIBILITIES

Students will describe the results when responsibilities are not met by parents and children.

Students will examine their taking of responsibility in their roles as learners.

Students will explain the interactive effects of citizen rights and citizen responsibilities.

Students will evaluate their roles as consumers.

Students will evaluate the importance of having laws and contracts to protect producers.

VALUING AND DECISION-MAKING

Students will analyze how values affect their decisions and actions in their various life roles.

Students will evaluate the results when a systematic decision-making process is not used.

Students will provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decision they make.

ACHIEVEMENT MOTIVATION

Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.

Students will assess their present ability to analyze, accomplish, and evaluate tasks.

PROBLEM-SOLVING

Students will analyze how their communications skills encourage problem-solving.

Students will evaluate the need for flexibility in their roles and choices.

TWELFTH GRADE

SELF UNDERSTANDING

Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.

Students will appreciate their uniqueness and encourage that uniqueness.

Students will assess how taking responsibility enhances their lives.

INTERPERSONAL RELATIONS

Students will evaluate their current communications skills and will continually improve those skills.

Students will predict the type of families they might have in the future and how they might develop skills to relate effectively within those settings.

Students will recognize the value of maintaining effective friendships throughout life in today's interdependent society.

Students will evaluate their behavior toward others and decide which are effective in interpersonal relationships and which need improvement.

EXPRESSING IDEAS

Students will evaluate the effectiveness of their own methods of expression in their daily lives.

Students will evaluate the effectiveness of their assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will assess the interactive effects of life roles, settings, and events and how these lead to a preferred life style.

Students will evaluate their methods of compiling and integrating information and explore future methods of compiling information.

Students will evaluate their stereotypes and explain those they have changed.

RIGHTS AND RESPONSIBILITIES

Students will examine their own taking of responsibility within the family and its effects on self and others.

Students will evaluate how they continue to be learners and how they utilize the knowledge of their rights and responsibilities as learners.

Students will evaluate their taking of responsibility as citizens of their towns, state, and country.

Students will analyze how they, as consumers, help to support our economic system.

Students will speculate what their rights and responsibilities might be as producers in the future.

VALUING AND DECISION-MAKING

Students will summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives.

Students will analyze how the decision-making process can be used effectively by themselves and others.

Students will implement the decision-making process when making decisions in their various life roles.

ACHIEVEMENT MOTIVATION

Students will assess their ability to achieve past goals and integrate this knowledge for the future.

Students will predict how task analysis and evaluation may apply to their achievement of future goals.

PROBLEM-SOLVING

Students will use appropriate resources to help themselves and others.

Students will analyze how concerns change as situations and roles change.

PART TWO

CLASSROOM AND SMALL GROUP PROCESSES

Part II

Guidance Curriculum
Classroom and Small Group Process

Some guidance curriculum methods may have special significance for the learning process. It is believed that the guidance curriculum methods included in this Part may exemplify guidance methods' own three R's --responsibility, reinforcement, and relevance. That is, students will have the opportunity to assume responsibility for their own learning and thus become more responsible individuals. Each student will have an opportunity to be reinforced for their individuality and thus move toward a more positive identity. The content studied and experienced will have significance for the individual student's future life and unique career world.

The outline on the next four pages serves two purposes. First, it provides an overview for each process within Part II. Second, the outline can be duplicated for staff development/inservice workshops; and therefore, it can serve as one of the organizers for guidance curriculum instructional methods.

OUTLINE: GUIDANCE CURRICULUM PROCESSES

Process Emphasis	*Methods*
A. Students are given RESPONSIBILITY for learning	1. Brainstorming 2. Student Presentations 3. Interviewing 4. Small Group Discussions
B. Students are given REINFORCEMENT for their individuality	5. Values Clarification 6. Classroom Climate
C. Subject matter is given RELEVANCE through improved understanding of the future and the "real" world	7. Imagery 8. Field Trips 9. Resource Persons 10. Role Playing

1. Brainstorming

- Expands creative thinking
- Develops self-valuing of personal ideas
- Develops sense of group cooperation

Rules for using brainstorming:

- Aim for a million ideas
- Evaluation (negative *and* positive) is taboo
- Piggyback ideas and expand on each others' thinking
- *Quantity* not Quality
- Set a time limit and stick to it

2. Student Presentations

- Places more learning/teaching responsibility in the hands of the students
- Affords students a variety of ways in which to report information to the class group
- Encourages students to try new things

Presentation formats/media:

- Camera
- Slide projector
- Cassette recorder
- Overhead projector
- Illustrations
- Chalkboard
- Posters and charts
- Graphs
- Simulations
- Bulletin boards
- Displays
- Creative dramatics
- Recordings
- Hand-made slides
- Hand-made transparencies
- Color-lift transparencies

3. Interviewing

- Enables students to gather information and process it for personal use
- Improve ability to perceive, process, and predict
- Builds more effective relationships between students and adults in the community

Interviewing steps:

- Ask--Encourage curiosity. Develop effective speaking skills.
- Receive--Encourage *more* curiosity. Develop effective listening skills.
- Review--Review items of information received and evaluate them for immediate response.
- Respond--In order to obtain added information, restate, clarify, and verify what the interviewee says.
- Synthesize--Relate new information to information already possessed.

- Generalize--Relate new information to other people and other situations.

4. Small Group Discussions

- Develops improved self-concept and communication skills
- Allows students to assume responsibility for their own learning
- Develops cooperative group behaviors

Ground rules for effective group discussions:

- Listen critically and thoughtfully to others.
- Be sure you know the goal of the discussion at the start.
- Speak your own mind freely.
- Let the other person talk too; speak briefly.
- Don't let the discussion get away from you; if you don't understand something, say so.
- Don't fight over ownership of ideas.
- Indulge in friendly disagreement.
- Stay on the topic; don't digress too far too frequently.
- Try to make the discussion a pleasant experience for all; don't take yourself too seriously.
- Help others participate.
- Avoid interrupting the progress of the discussion.
- Keep the communication channels open.

5. Values Clarifications

- Basis for decision making in a changing world
- Basis for achieving identity in a fragmented society
- Means of validating an individual's self worth

Criteria for a value:

Choosing--1) freely
2) from alternatives
3) after thoughtful consideration of the consequences of each alternative
Prizing --4) charishing, being happy with the choice
5) willing to affirm the choice publicly
Acting --6) doing something with the choice
7) repeatedly, in some pattern of life

6. A Facilitative School Climate

- Students are appreciated for their uniqueness
- Interact with students
- Listen

Ideas for improving school climate

- Interact and make yourself available
- Talk with other teachers about activities
- Plan on school-wide project
- Make faculty lounge a positive place
- Make noise level reasonable

7. Imagery

- Students are encouraged to think without limits
- Creativity is stimulated
- Affords the opportunity to explore new situations in a structured way

How to use fantasy in the classroom:

- What if....-Ask hypothetical questions and call upon students to complete the idea.
- Open-eye fantasies--Involve students in games which start in the realm of possibility and progress to actions that can occur only in a world of fantasy.
- Fantasy trips--Students are conducted (eyes closed) through a situation pre-conceived and read by the educator.

8. Field Trips

- Increase relevance of the world to students
- Bring life-centered activities into the school
- Increase classroom interest and participation

Preparation tasks and general responsibilities:

- Decide to take a field trip
  - identify site
  - identify participants
- Make physical arrangements
  - school permission
  - site permission
  - parent permission
  - transportation
- Plan details of visit
  - pre-trip planning
  - post-trip planning

9. Resource Persons

- Opportunity explore World of Work without leaving the school building

- Opportunity to get more personally acquainted with people in World of Work
- Opportunity for people in World of Work to visit school and see "education today" first hand

Preparation tasks and general responsibilities:

- Decide to invite resource person to school
  - identify person
  - identify audience
- Make physical arrangements
  - contact resource person
  - decide where interview will take place
- Plan details of visit
  - pre-visit planning
  - post-visit planning

10. Role Playing

- Encourages students to be more inner-directed and explore where they stand on issues
- Provides opportunity to become involved in dealing with common social problems
- Opportunity to feel, think and act simultaneously in a spontaneous way

Essential steps:

- Select topic or issue
- Warm-up/introductory group activities
- Explain problem situation to class
- Ask for volunteer protagonist/actors
- Prepare audience
- Enactment
- Discussion
- Reenactment
- Discussion

BRAINSTORMING

One of the most effective processes for creating alternatives is brainstorming. It is a versatile technique, as it can be adapted for any problem in any subject area, and it can be used by an individual or a group. This process is a dynamic way to introduce a new unit, to help make a decision, or to contribute to solutions of a problem.

Potential benefits of the brainstorming process are as follows:

1. Encourages creative thinking.
2. Promotes value of exploration of ideas.
3. Develops respect for ideas of self and others.
4. Aids development of self confidence for expression within a group.
5. Facilitates cooperative, rather than competitive group interactions.

Ground Rules

The skills involved in brainstorming can be easily and quickly developed, and with great enjoyment as well. To be successful, the process does require rigid adherence to some simple group rules. It would be helpful if these were listed on a chart labeled "Ground Rules" for posting each time the process is used. These rules should be presented thoroughly initially, and reviewed each time it is used.

The group rules are:

1. *Evaluation is taboo.* This means no positive *or* negative evaluation. Obviously a comment such as "That would never work!" is inhibiting, but saying, "That's a great idea!" can have a similar effect. Other students may hesitate to volunteer in fear that their ideas will not be reinforced. Acceptance and respect for *all* begins with implementation of this rule.
2. *All ideas are accepted.* Encourage a free thinking atmosphere and wild, creative ideas. Innovative solutions begin here.
3. *Aim for a million.* Quantity, not quality, of ideas is the key. This policy of "the more, the better" encourages participation without fear of failure.

4. *Expand on ideas of others.* One idea stated often triggers ideas in others. Mutual sharing should be encouraged. Cooperation and collaboration among class members begins here.

5. *Write down every idea.* This practice serves as a reminder of what's been said, as well as to convey acceptance of every idea as worthy of consideration. The attempt should be made to write *exactly* what was said. A large piece of paper and a magic marker would help here. Ideas written in view of all maintains involvement.

6. *Set a time limit.* Competition with the clock will help keep the focus on quantity rather than quality. Three to eight minutes is ample time for most topics. Using a kitchen timer will free the coordinator to oversee the process and help the groups follow the ground rules.

7. *Hand raising is out.* To maintain the free flow of ideas, hand raising and recognition are out. It is often facilitative if the recorder doesn't ever look at the group but just writes as the ideas flow.

Practice Topics

Overcoming the tendency to evaluate and the reluctance to contribute spontaneously are the difficult aspects for students unfamiliar with using this process. Following are some suggested topics for practice or for use as warm-ups before brainstorming the educational topic you have chosen:

How many uses can you think of for:

a paper clip?
a newspaper?
a desk?
a brick?
an eraser?

How many ways can you think of to:

keep a shoe on?
blow bubbles?
save money?
save gas?
serve a bagel?

What people does it take to:

put a phone call through?
provide potatoes for you?

keep a bank operating?
produce a television show?
deliver a pizza to you?

What are the things:

a friend does?
a mother does?
a father does?
a teacher does?
a neighbor does?

How could you:

get from here to there?
send a greeting?
wrap a package?
give directions?
lose weight?

UTILIZING STUDENT PRESENTATIONS

When students have completed a particular world of work exploration, they will need some way of communicating their findings to others. This can either be an exciting part of the world of work exploration or it can be a very dry and anti-climactic part. Picture for a moment the students making their presentations to a class. What media are they using? Unless they are using media such as the overhead projector, slides and/or filmstrips they've made, the tape recorder, pictures they've taken, posters they've created or simulations as a part of their presentations, they are not utilizing their own creative presentation potential and chances are their presentations are something less then exciting. Students can learn to make presentations that are interesting and worthwhile to listen to or look at. The key is they can LEARN...which in turn means they must be taught. Teachers as facilitators of students' growth are responsible for providing them with opportunities to learn.

Teaching pupils techniques for the operation and utilization of a variety of types of media for communicating ideas frees them to take more responsibility for their own learning. Individual differences may be met through students choosing the media or medium with which they feel most comfortable.

An important consideration in planning for presentations is that not all information is appropriate for all pupils. Thus, it is not necessary that all pupils hear or see each of their classmates' presentations. The choice of who will observe a presentation will be a mutual decision made by teachers and individual learners. The teacher and/or students may decide that some of the information is valuable to one person, a small group, the whole class or all classes in a particular subject matter area. Presentations, therefore, may be made to one other person, to a small group or to a large group. This idea should be kept in mind as students are planning their presentations.

This section of the guide is meant to provide educators with some starting points for helping learners acquire the skills they need in order to make interesting and exciting class presentations. Some of the ideas and suggestions will be difficult for educators to implement. If this is the case it is hoped that the idea will not be discarded until all available resources have been explored. Can the librarian or resource person be of help? How about parents...any artists or camera buffs? What talent is available among fellow staff members? elsewhere in the school district? This is an excellent opportunity to get outside resource people involved. It may be possible to establish mini-courses to teach groups of students the skills required to operate equipment and to create materials that may be used with the equipment. The sky's the limit...once started, educators can go as far as their imaginations will let them.

Basic Understanding

Prior to the planning of an actual presentation, students need to have some basic understandings. Among these are:

Safety Rules. It is important that educators and the students observe good safety rules when operating equipment. As the students learn to operate each piece of equipment include safety rules as a part of the competencies they need for mastery. Mutual rule setting will facilitate the enforcement of rules.

Seeing and Hearing. A presentation may be superb but if the audience can't see or hear, it will be lost. Educators must be concerned with helping students make charts, graphs and other visuals large enough so that they may be seen by everyone in the audience (even if the audience is a small group). Speaking loudly and slowly enough for everyone to hear the presentation will help to maintain the attention of the audience. Educators must make certain they offer encouragement to all students and especially to those who are unsure of themselves when speaking in front of a group. It may be wise to plan ways that hesitant pupils may make presentations in small groups before they make one before the entire class.

Operating Equipment

With an awareness and understanding of the vocabulary, safety rules, and the importance of seeing and hearing, learners are ready to begin learning to operate equipment. Individual situations will determine the equipment that is available. It may even be that administrative policy precludes the operation of equipment by students. If this be the case, the first order of business is for the classroom teacher to work to change the policy. Included here are suggestions for utilizing some of the more commonly available pieces of equipment.

Camera. One of the best media investments school districts can make is to purchase cameras for classroom use. The simple operation of inexpensive cameras makes them one of the most efficient means through which pupils may become involved in planning and making classroom presentations. If the teacher is unsure of camera operation, this is an excellent time to invite a resource person into the classroom to give guidance in effective picture taking. Educators should keep in mind that photography may be one's occupation or it may be a leisure time activity.

Slide Projector. Slide projectors are available in most schools. The new ones offer a great deal of ease in operation. Students may utilize the slide projector to show slides they've made, to show ready-made slides or to show slides of pictures they have taken. Students who are adept in the operation of slide projectors will be able to make interesting presentations to any sized group. If pupils take field trips with their families and take slides they may organize these into a presentation. The school librarian or media specialist will be able to help pupils learn the correct and safe way of operating the slide projector.

Cassette Recorder. In recent years cassette recorder and playback units have become a part of nearly every school's equipment. Students may utilize recorders in a number of ways. They are excellent means for recording worksite interviews or school visits by resource persons. An interesting possibility is to utilize cassette recordings in slide presentations. If classroom presentation is to be a dramatization, cassette recorders offer an easy way of having different types of music or for recording sound effects.

Overhead Projector. The overhead projector allows students to write down facts or other information as they are making their presentations. Transparencies are easy to make and will enhance a verbal presentation. There are certainly other types of equipment which students may learn to operate in specific situations. There may be a video-tape recorder available or perhaps a movie camera.

Preparing Media for Presentations

Companion skills to operating equipment are the skills required to prepare media for presentations. Following are brief descriptions of a number of methods from which students might choose to make their presentations. Each requires some special knowledge.

Illustrations. This is one of the most readily available means of enhancing presentations. An illustration is any picture. It may be drawn by hand, or it may be a photograph or a magazine or newspaper picture. Illustrations may be utilized in a number of ways--on posters, graphs or charts, with stories, on bulletin boards or any way the presenter chooses.

Chalkboard. Most classrooms have a chalkboard. This makes an excellent media source for students. As they are making presentations they can use writing on the chalkboard to reinforce facts as they go along or they may put their information on the board before they begin. Using newspaper or butcher paper to keep information covered until the presenter is ready to show it adds interest to the presentation.

Posters and Charts. Materials for making posters and charts are readily available in classrooms. A *poster* is an illustration representating only one idea, e.g., "HAPPINESS IS KIDS", while a *chart* contains several ideas about one topic, e.g., "THE OCCUPATIONS OF OUR PARENTS". Posters and charts may be made to include magazine pictures, drawings or a combination of various sources. Illustrations are usually combined with words to deliver the message.

Graphs. There are four basic graphs--bar graphs, line graphs, picture graphs, and circle or pie graphs--which students can utilize in the presentations when making comparisons between two or more facts.

Graphs offer the audience a quick way of grasping ideas. Bar graphs and line graphs are the easiest to make. Picture graphs use pictures to represent information. The skill of each group will determine the type graphs they are able to use. Graphs may be made on large sheets of paper or they may be drawn on transparencies and projected on a screen or blank wall.

Simulations. This type presentation involves giving the audience an experience which is similar to the real thing. Students who have visited a production plant can come back to the school and set up an actual production situation which will give students an opportunity to see what it's like to work in a production plant. Classroom grocery stores are a common way of providing pupils with a simulated experience. Only pupils' and educators' imaginations will limit the simulation possibilities.

Bulletin Boards and Displays. Bulletin boards offer a way of sharing information and then keeping it visible for awhile. Learners are familiar with bulletin boards and have perhaps participated in creating some already. Thus, planning bulletin boards to communicate findings about world of work explorations will not be an entirely new experience. Bulletin boards may be combined with tables to make attractive and interesting display.

Creative Dramatics. This category of telling others about world of work explorations includes a variety of methods. A play, a skit or an act may all be utilized. The dramatic presentation might be a play about a day in the life of the president of a large company or a skit demonstrating what happens when a worker is late to work. They *can* be quite elaborate, but are very effective when simply but cleverly done.

Recordings. Making recordings can be easily accomplished with cassette recorders. Recordings may be made of people at work and at leisure; they may be spontaneous or planned. Recordings can be used as parts of presentations or as total presentations. They may be used as whole class activities or as individual station or interest center activities...in other words the possibilities are endless.

Hand-Made Slides. Using a roll of 35mm plastic film students can make their own 2 x 2 slides. The frosty side of the film can be drawn on but the shiny side cannot. Student-made slides expand the range of creative potential. Their use in career guidance programs offers one way for developing an ongoing file of student-made presentations about the world of people at work and play. The supplies are minimal--all that's needed to get started is a roll of 35mm plastic film (camera supply stores are a starting source for this), a pencil, pen or other means of writing and drawing, and 2 x 2 slide frames (camera store). Introducing students to this medium for communication will open all sorts of possibilities for creative expression.

Hand-Made Transparencies. Overhead projector transparencies are easily made and they're especially exciting for the students to see projected on the screen. Many overhead projectors use an acetate roll which makes continuous drawings and some movement possible. All overhead projectors utilize separate transparencies--usually 8½ x 11 sheets of acetate. They may either be framed or used without a frame. Frames help to keep transparencies separated and flatter, but other than for those purposes they're really not necessary. Pupils making presentations can also write or draw as they're presenting. Acetate on a roll is the easiest and best to use for this purpose; however, marks are fairly easily erased with a tissue or paper towel.

Color-Lift Transparencies and Slides. These are really fun to make! They open a whole new area for visuals. Transparencies or slides are created by using magazine pictures. The only difference between making slides and transparencies is the size of the finished product and the equipment needed to project it. The materials are relatively simple: clear contact paper, clear acetate, cotton balls and a pan of water. Not all pictures may be used. There is a simple test to tell if a picture is usable--moisten the end of your finger, rub it several times on a portion of the picture which you don't want to use. If you can see a white chalky substance on your finger, you CAN use the picture to make a transparency.

Pages 737 through 743 provide educators with some hints and activities to help them begin the process of pupils planning their own world-of-work presentations. There are many more media forms which students can learn to utilize in making their own presentations. These are presented here to get educators involved in teaching the use of a variety of media to communicate ideas.

Planning Presentations

An important part of each of the world-of-work exploration components has been the planning stage. It is no less important in pupil-planned presentations. The preliminary steps in the planning stage involve asking the following questions:

- What will be presented?
- Who will be the audience?
- How will information be presented?
- Where will presentation take place?
- When will presentation take place?

Once these five pertinent questions have been answered students are ready to enter the actual planning of the presentation.

Although students are responsible for the actual planning and implementation of the plan, teachers serve as facilitators and overall coordinators. They should be aware of students' progress and problems in planning each of the presentations. One way for teachers to be aware of what is happening is to provide pupils and teachers with a "Commitment Contract" (See sample contract on p. 744) which would be signed in a "Commitment Conference" by all those involved in the contract. Prior to the conference students establish a plan which is reasonable for them to fulfill, decide on dates to complete each phase, and make a firm commitment to the contract. The planning might be done in a group or individually depending upon the nature of the presentation. In the beginning and especially for younger learners, educators will be more directly involved in guiding and facilitating the process than they will be as their pupils become more accustomed to planning their own presentations.

Educator's Responsibilities

Student-planned presentations mean that educators will be assuming a less active role in disseminating information to students. This does not mean that their roles will be less important; it merely means that their responsibilities will change. Educators themselves will have to be familiar with the various media available in their educational setting. They do not have to be experts if they are able to utilize resource persons to help students learn about media and presentations. It is mandatory that students have opportunities to experiment with different media to see which they prefer for their own presentations.

Of great importance in the educator's role is giving the pupils the courage to try new things...even though they might not be successful. This requires a non-critical and non-judgmental environment which enables pupils to risk. A part of an environment which encourages pupils to try new things is individual reinforcement. The educator has the responsibility for giving positive reinforcement for individual successes.

The noise level in the classroom will be considerably higher than it is normally. This may be difficult for educators to adjust to at first. A part of the educator's role is to develop a tolerance for "healthy" noise. If students are task oriented and noise is a result of their involvement, it will be known to the educator as well as to those outside critics who happen by. While it takes courage for students to risk trying new things, it takes more courage for an educator to relinquish the peace and quiet that comes with orderly and structured assignments. The ideas provided are intended to give a little of that courage.

MEDIA HINTS AND ACTIVITIES

Illustrations

1. If students find a small picture they want to make on a poster or other means of communicating information, it can be made larger in two ways.
   square method: Rule face of picture into one-half inch squares. Lightly rule blank paper into squares. The size squares will depend upon the size picture desired. If a picture twice as large is desired, rule paper into one inch squares. In each square of the paper draw exactly what is in the same square on the picture.
   overhead projector: Trace picture onto acetate sheet. Put acetate on overhead projector and project figure to a large piece of paper hung on the wall. By moving the projector different sized pictures may be made.

2. To make a picture smaller, follow the same method as in 1.
   a) except make the squares on the blank sheet of paper smaller than those on the picture.

   Practice: Have one group of students find pictures of workers' tools and make them either larger or smaller using square methods.

   Have another group of students use the overhead projector to make large drawings of workers at work.

Chalkboard

1. Starting with a clean board helps to make information stand out more.

2. Show pupils how to hold chalk at an angle so it will not squeak.

   Practice: Pupils should be given opportunity to draw or write on the board. Have class members sitting in various parts of the room tell whether they can see the information being written.

   Have pupils write daily schedule or important points of various lessons on the board prior to the times they will utilize the board in a presentation.

Posters and Charts

1. Illustrations should be large enough to be seen at a distance. Detail is not so important on posters as is clarity. Charts should not contain too many ideas and should also be clear.

2. Style of print will enhance a poster or chart. Printing should be large enough to be easily read. Words should be kept to a minimum.

3. If presenter wants to save pictures he or she may make small cuts in the paper into which the corners of the picture may be tucked. In this way glue or tape does not have to be put on picture.

Practice: Have students select an idea such as "Leisure Time Is Important" or "Work Means Different Things to Different People." Develop a poster around their idea. They should use words as well as illustrations to communicate their messages.

For chart making practice have students select a topic and represent several different ideas about that topic, e.g., the training required to become a veterinarian or an electrician or the tasks performed by a school principal.

Graphs

1. Using graph paper simplifies making line and bar graphs; compasses facilitate circle graphs.

2. Accuracy is of extreme importance.

3. Graphs should be simple; too much information on the graph is confusing and detracts from its appearance.

Practice: Have pupils make a bar graph which will compare the eye color of class members.
- Each bar graph must have a horizontal axis and a vertical axis.
- Bars should be evenly spaced across page.
- Data along vertical and horizontal axes must be clearly marked.

Have students make a line graph representing the time they spend at leisure each day for a week.
- Line graphs must have horizontal and vertical axes.
- Points should be clearly marked and connecting lines drawn using a straight edge.
- Axes must be clearly marked.

Have pupils make a picture graph representing the number of hours various workers work each day. May use a clock or a person working as the illustration.
- Picture graphs must have a horizontal and a vertical axis.
- What each picture represents should be clearly indicated, e.g., does one clock represent one hour or five hours?
- The pictures should all be the same.

Have students make a circle or pie graph showing the number of people in the class who prefer horse stories, the number who prefer mysteries, and the number who prefer science fiction.

- Using a compass and straight edge will improve the looks of the graph.
- Each section of the circle graph must be labeled, e.g., 1/4 of class prefers mysteries. Percentages, fractions, decimals, or whole numbers may be used to identify the quantity.
- Making each section a different color will make the graph more attractive and will allow for greater ease in making comparisons.

Simulations

1. The experience or object to be simulated must be researched carefully. The more learners know about their subject the more accurate and lifelike their simulation will be.
2. Care should be taken so that those creating the simulations do not become too bogged down in detail.

Practice: Have a group of students plan a simulated experience which will give the class members a chance to know what it's like to be a postal service worker. With the teacher's aid they should identify the steps they would follow if they were making an actual simulation.

Have a second group of students brainstorm about the different types of world-of-work experiences they might simulate in the classroom.

Bulletin Boards and Displays

1. Bulletin boards should be kept simple and should be changed often.
2. Material should not be jammed together on the bulletin board or in the display. The more "white space" and area there is, the more appealing the bulletin board or display will be to the eye.
3. If the content of the bulletin board or display follows a sequence, something like arrows or footprints should be used to guide the reader through.
4. Plan layout of bulletin board so there is balance.

Practice: Have pupils plan on paper a bulletin board which explains or represents the educational steps required for one of their "dreamed-of" jobs. Have them include a drawing, materials to be used, and special needs.

Have pupils plan a display. Have them write down steps required from start to finish. They should consider such things as space and objects available.

Creative Dramatics

1. A script should be written and followed for the presentation. It doesn't have to be memorized, but players must be familiar with the various parts, expecially their own.
2. Stage directions must be determined. Each person must know where he or she will go when. One way of getting script and stage directions together is to divide a page in half and write a portion of the script on one half of the page and the stage directions on the other half. A picture of the action and words to describe the action should be included in the stage directions.
3. Costumes improve a dramatic presentation but they should be simple.
4. Props and scenery should also be kept to a minimum. The chalkboard or a large piece of butcher paper can serve as sets.

Practice: Educators and students plan a play. Some aspect of work and/or workers should be used so that students may see what they might later do on their own. Together a script should be written (this is most easily done by acting out the play as it is being written--it helps to keep the plan from being a complex monster no one can handle). Develop a plan for its production. Include:

Time Schedule
Responsibilities
Materials, etc. needed

Everyone should keep in mind that this presentation is not competing for an Emmy or an Academy Award.

Recordings

1. Care must be taken that background noise doesn't overpower what's being recorded.
2. The microphone should be held as close as possible to the source of sound to be recorded, e.g., held close to the mouth. The distance between thumb and little finger when thumb is held on nose is about the right distance.
3. Small sounds like chairs moving, paper shuffling and people in the hall will be picked up by the recorder.
4. If a really quiet background is important, a really quiet place should be found.
5. Pupils should experiment with volume control to ensure that what is recorded is loud enough to be heard.

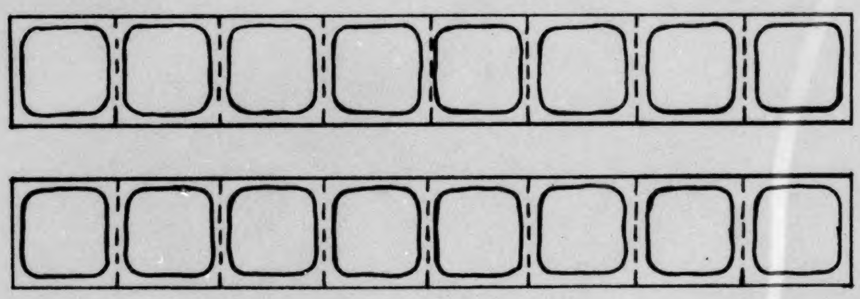
Practice: Have pupils select activities throughout day to record.

Have pupils plan to make their own recording for which they have to plan their script, the length of the recording and for whom the recording is intended.

Handmade Slides

1. REMEMBER: The frosty side of the film is the side on which to write or draw.
2. It is best to have practice sheets with squares the size of the slide area on them. In this way students are able to do their practice drawing in an area the same size as the slide. When the final copy is made, it can be traced right onto the slide.
3. When students are ready to transfer their picture to the slide film, they will cut the film so that it will fit the frame.
4. Use a piece of tape to hold the film (frosty side up) in place while tracing.
5. Kodak produces a type slide called "ektagraphic" which has a large viewing area and is reusable.

Practice: Make slide practice sheets and distribute to the class. Have each person experiment with drawing, writing and coloring. Practice transfer process. Show slides and evaluate in terms of what shows up best, colors that fade, size writing, and any other ideas that will improve the slide quality. The practice sheet might look like this (squares will be larger):



Slide Practice Sheet
(Actual sheet must have squares which equal the area of a 2 x 2 slide.)

Hand-Made Transparencies

1. Transparencies should be kept simple.
2. Drawings must be fairly large and bold--lines need to be thick.
3. It is wise to practice drawing ideas first. Although transparencies are erasable, it is really easier to practice on another sheet and then trace final copy.
4. Porous-tipped pens usually work but experiment for sure. Because the surface is smooth, the marks will smear easily.
5. Experiment with shading. Coloring in with solid color is hard and looks messy. Rather use lines--close together or far apart.

Practice: Have each student make practice drawings and then transfer final copy to an acetate sheet. Ask volunteers to experiment with a different way of making the transparency, e.g., with thin dark lines, thick light lines, color, solid shade.

If an overhead projector with a roll of acetate is available have students experiment with the various ways it might be used, e.g., a story or sequence of events with continuous action.

Provide times when students may practice writing on overhead transparency while they're talking.

Color-Lift Transparencies and Slides

1. This project may require a little more direction than the other projects, expecially at first.
2. After picture has been selected and tested (rub moistened finger over small portion of picture...if it leaves a chalky substance the picture CAN be used), cut a piece of contact paper the size of the picture. (Size is most important when making slides... they must fit frame.)
3. Lay picture face up on table. Peel backing off the contact paper and hold it sticky side down above picture. Carefully place it on the picture. Smooth it out by rubbing from center of picture toward edges. Place a clean sheet of paper on top of the contact and draw a straight edge firmly across page (object is to get all air bubbles out). Check picture to see if there are any white spots on it. If there are do the same thing over. PATIENCE. It pays off.
4. When all white spots are gone, put picture in pan of water to soak for a few minutes. Take it out and peel magazine pictures off. If it's hard to get off, soak some more. PATIENCE.
5. After all paper is off, put contact (picture should be on it) back in water and gently clean the residue off with cotton and clear water.

6. Lay contact on paper with sticky side up. Cover with a clear acetate sheet. Smooth it out with hands to get water out. Dry it. PROJECT IT!

Practice: Have pupils look through magazines and test pictures to see if they can be used. Using the pictures the pupils select the educator should demonstrate process in small groups. After he or she has done several, the pupils should go through the process themselves.

SAMPLE OF CONTRACT TO BE USED WITH STUDENT-PLANNED PRESENTATIONS

Commitment Contract

Date of Presentation ____________________ Estimated time needed ________

Persons involved: ______________________

____

____

____

Topic of Presentation ____

Type Presentation (slide, poster, transparencies, etc.) ________________

____

Outline of Presentation ____

____

____

Materials needed ____

____

Individual responsibilities ____________________________________

____

____

Time Schedule: (include dates and times)

____

____

____

Approximately how much class time will be needed for preparation? ______

____

We, the undersigned, do agree that this contract is satisfactory to all concerned. We agree to abide by the commitments made herein. If any changes are to be made they will be made only with the consent of all parties.

Signed

____________________________ ____________________________

____________________________ ____________________________

____________________________ ____________________________

(Teacher)

Witness ______________________ Date ______________________

INTERVIEWING

One of the ways to encourage students to take responsibility for their own learning is to teach them interviewing skills. Throughout their lives, they are going to need information from the world around them. If they can acquire skillful use of questioning and interviewing, they will be more successful in getting this information, plus they will gain confidence in knowing that they can do so.

Basically there are two types of interviews--groups and individuals. Group interviews are conducted with two or more persons asking the questions. Individual interviews require more self-confidence and refinement of interviewing skills on the part of the interviewer.

The Interviewing Process

One of the beginning steps in teaching the skills of the interviewing process is to develop an understanding of the purposes of interviews. Knowing the who, what, when, why, and how of interviewing will facilitate the student's understanding of interviewing as a vehicle for gaining information from others.

Two basic skills necessary for conducting a meaningful interview are communicating verbally to others and listening carefully to what others say. Some activities useful for developing these skills will be included later, and it will be helpful to use these as introduction to the process of interviewing.

The interviewing process requires fusing the sub-skills of asking, receiving and responding. Though maturity and experience are important to how successful the students are initially, these are skills that can be improved by practice and eventually can be used simultaneously and effectively by most students. Basic to the skill of *asking* is curiosity. The student should want to know or have a need to know the information. The appropriateness of the questions asked is determined in part by the age of the interviewer; the purpose, type, and location of the interview; and the person being interviewed. Questions should be stated in an understandable way in a clear voice.

Receiving is an internal process. It requires that the interviewer hears what the speaker is saying, and follows the pattern of thought. The interviewer must review information received and evaluate it for an immediate response. *Responses* can provide additional information by restating, clarifying, and verifying what the speaker has said. Separating pertinent information from impertinent is another vital part of receiving and reviewing.

The interviewing process, then, involves awareness of the purpose of interviewing, and basic communication skills, plus the sub-skills of asking, receiving, reviewing, and responding. Total mastery and internalization of these components will result in competency in the actual interviewing process.

Synthesizing Information

Once the interview is completed, t[illegible]terviewer must be able to synthesize the information, which means to bring it together in a meaningful way. Again, the maturity of the interviewer will effect the capacity for synthesis. In synthesis, the new information gained must be related to information known from the past to determine if and how the new affects the old. Synthesis also includes integration of information in terms of current experiences and application to the present situation.

Generalizing Information

Once information has been elicited and synthesized, it is important that it be analyzed in relationship to the students' experiences and environment. New information should be generalized and related to the student's personal characteristics and resources. It should be assessed for its appropriateness for use with other persons. It should be extended to apply to other situations. Being able to generalize will prevent discarding some bit of information which will be personally helpful and will enable the interviewer to understand the meaning of the information more thoroughly.

Activities for Teaching the Interviewing Process

Communication: Examine the "resources of communication" which according to Virginia Satir, include: sound, sight, touch, movements, and gestures.

1. Have class members sit in pairs, back to back, and talk to each other without turning around.
2. Ask pairs to turn around and, facing each other, express themselves by simply looking at their partners.
3. Finally, allow the pairs to converse using the previous methods--speaking and looking. They can at this point make use of gestures, facial expressions, and any other tactics they ordinarily use for efficient communication.

Listening: Concentrate on the elements of listening which include applying oneself to hearing something, and paying attention.

1. Have class members close their eyes and for two minutes listen to the sounds around them.
2. Ask class members to form two lines and face each other. Whenever the next person in the line wishes to do so, he or she will tap the speaker who will then move to the end of the line allowing the new speakers to continue the conversation. Work through the lines at least once.

Asking: The main purpose of activities within this section is to enable pupils to generate questions to be asked. A part of this will be developing and encouraging curiosity about environment.

1. Provide many opportunities for students to ask questions. During class discussions, focus on creating interaction among students rather than between you and class members.
2. Before reading a book or seeing a film, announce the title and talk briefly about the film or book. Have students formulate questions they would like to have answered. Encourage those who have difficulty asking questions to identify something the title makes them think of.
3. Create curiosity times throughout the day or week. Arrange times for generating "I am curious about. . ." statements. You may even want to have a large sheet of paper hanging somewhere and let the students fill in

"I am curious about . . ." statements whenever they think of one. When talking with the class about "curious statements" have members think about and identify ways of finding information.

Receiving and Reviewing: These components are internal processes. The tasks involved are hearing, following, linking, and evaluating. Competency in these areas is evaluated in terms of the responses made.

1. To develop skill in listening or hearing, give student or students a series of verbal directions. Directions may be either repeated or carried out. Reviewing skill can be evaluated in terms of the student or students following through with the directions in proper sequence.
2. During class or small group discussions observe students to see if they are following conversations. Asking such questions as "Does Marcia's comment have anything to do with what Larry just said?" or "Kent said earlier that he is interested in wildlife preservation. How will that affect his feelings toward the man in the story?" helps pupils to see relationships and to link one part of a conversation to another.
3. Having pupils put events into sequence helps develop the skills of "following." Orally give a series of steps such as:

   The man put on his coat.

   The man had a letter to mail.

   He put the letter in the mail box.

   He walked to the mail box.

   He opened the door.

   Have students verbally put sentences in the right sequence. If this task is too difficult, reduce the number of events given.

Responding: The goal here is for pupils to be able to make appropriate responses in an interview. The task involved is being able to verbalize the information gleaned through the receiving and reviewing stages.

1. During discussions observe students' responses to questions or ideas. Do the class members understand what the speaker is saying? Help pupils who have difficulty making their meaning clear think of as many ways of saying something as they can, e.g., how many ways could they say "I think it's cold in here." Have them evaluate each of the ways for effectiveness in communication.

2. If there seems to be a lack of understanding on the part of students about what was really said, help them to make clarifying or verifying statements and comments. For example, if one pupil says "I'm interested in horses," a second one might say "Do you like to ride horseback?" or "Do you have a horse?" In this way pupils learn to get more information from other people.

3. Give students opportunities to think of responses to "yes" and "no" answers. They should have skill in knowing what to say if someone answers their questions with a "yes" or a "no." They should be able to decide if they want more information or if they want to accept a simple "yes" or "no" response." Role-play situations in which the other person must get more information than "yes" or "no" will provide.

Synthesizing Information: Absorbing information and determining relationships are tasks required in the synthesis stage.

1. Have students read a story about someone in the World of Work. After they've read the story have them tell how they're dependent on that worker and how tasks the worker performs are similar to tasks the student performs.

2. Give pupils some make-believe new information, e.g., from now on all cars have to have red headlights. Have them write an essay, poem, or short story about how this will affect their lives.

3. Take a walk around the school neighborhood. In small groups discuss things remembered about the trip. Talk about why some pupils remembered one thing, while others remembered another. Relate this to interests and past experiences.

Generalizing Information: Being able to relate one thing to another is the basic skill required in generalizing.

1. After observing a school worker or reading about a worker, have students list those tasks (performed by the worker) that they like and those they don't like.

2. Have students predict which work tasks two of their friends would like/dislike.

3. Identify ways math learnings help various workers carry out their jobs more efficiently.

DISCUSSION GROUPS

A proven method for encouraging students to take responsibility is to allow them the opportunity for self-expression within a small group. Often those students who are reticent to participate in a large group or whole class discussion develop the willingness to become involved in the safer confines of the small group. Taking responsibility by contributing, and experiencing the positive feelings that result from having that contribution recognized as valuable, can have tremendous effects on the individual. The general atmosphere of the whole class can be affected by the introduction of the small group process.

Small group discussions offer these opportunities for students:

- to try out ideas and behaviors in the safety of a small group.
- to share concerns.
- to better understand their similarities to others, as well as their personal unique characteristics.
- to gain feedback from their peers.
- to improve their communication skills--both listening and self-expression.
- to share knowledge and information.
- to be self-governing.
- to assume responsibility for their own learning.
- to develop cooperativeness while fostering independence.
- to develop new friendships.

Small group discussions offer these advantages to teachers:

- free teachers from always having the responsibility of large group instruction.
- allow assessment of individual skills.
- allow more opportunity to know students as individuals.

Class groups or class meetings can be used for various reasons. Three purposes are suggested below:

1. Social-problem solving (students can speak about their school and social problems).
2. Open-ended discussions (students can explore ideas and issues relevant to their lives).
3. Educational-diagnosis (students can discuss how they understand concepts of the curriculum).

If these types of groups seem appropriate for your situation, you can consult the book for specific ideas.

A class can flow from large group to small group and back, according to the task at hand. How you incorporate the process into your classroom will depend on your purposes. Like other learning processes, success depends upon readiness and proceeding through developmental stages.

Organizing Small Groups

Getting Started. One of the important aspects of this phase is assessing the classroom environment for barriers to acceptance of ideas and feelings. Free exploration of thoughts and behavior will be inhibited in a critical, disagreeable environment. The teacher should communicate caring for each student and encourage accepting attitudes of students for one another.

Defining roles is also an important part of this phase. The teacher role is primarily to coordinate the process and encourage cooperative behavior and growth-producing interactions. The class should be instructed in group procedures. The teacher will then act as a resource person, intervening only when absolutely necessary.

The students' role require that they assume personal responsibility for what happens within their group, including planning how they will attack the situation presented to them. Each student should contribute and each is responsible for listening to and respecting other ideas and feelings.

Getting small group discussions started is the most important and often most difficult aspect of the process. Don't be surprised if students are hesitant in the beginning. They may find it difficult to believe they have permission to talk to each other in class. They may also expect the teacher to intervene with the correct solution to the problem. Be patient. The rewards of successful implementation are worth the time and effort spent.

Involving Students in Small Groups

The next step is putting the groups in action. If the same general procedure is followed each time, moving in and out of groups will become a natural part of the classroom routine. Following are some guidelines to aid in the overall management of grouping.

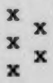
Size is important. Small groups of 3-4 allow opportunity for more personal interactions, but this means more groups, thus complicating the teacher's task. Large groups of 8-10 are easier, but some of the advantages of grouping are lost. The task of the group is a factor in the decision on size. Generally speaking, five students in each group is a facilitative size to allow sufficient interaction without making management difficult for the teacher.

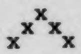
Assigning people to groups is also important. A primary element of group success is compatibility. General guidelines are:

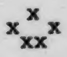
1. Put compatible students together.
2. Place isolates in groups where they are accepted by at least one person.
3. Have at least two members of the same sex in each group.
4. Place students with varying abilities in each group.

Group membership can be varied to provide the opportunity for students to become acquainted with more people.

The *physical arrangement* should be such that each person can easily see and talk with every other person in the group. Possibilities are:







Maximum space separating the individual groups will result in more interaction within the group and less distraction from other groups.

Developing Discussion Techniques

Readiness for working independently in small groups is necessary for success. The basic requirement, an accepting atmosphere where individuals and their contributions are valued, has already been mentioned. This section provides descriptions of other readiness factors and activities to help students acquire the learnings.

Learning what groups are and why groups function helps students understand the parts groups play in their lives and in the classroom.

Activity:

> Educator talks with class about the various groups to which students belong. Use a large sheet of paper or the chalkboard to make a list everyone can see.
>
> Have students identify people who are in the groups to which they belong and the reasons they are in the group.
>
> Discuss the function of various groups. Talk about reasons different groups are formed. Older students may want to discuss value of different groups. Consider whether or not all groups are formed for good reasons.
>
> Divide class into small groups. In small groups have students brainstorm on ways small groups might be used in the classroom. They should consider advantages and disadvantages, as well as difficulties that might occur. By the end of the time allowed the students should also make a statement regarding their group's feelings about whether or not small groups should be implemented in the classroom.

Learning what's expected of group members helps students know how they should act, react, and interact in groups. The role of the teacher should be explained. Will the teacher solve behavior problems? Give directions? Tell them answers?

Activity:

> Educators talk about their role as facilitators with students. Explain what kinds of things the students can expect the educators to do. Talk with students about what is expected of them in terms of their own role.
>
> Divide the class into groups. Have students in each group identify behaviors or attitudes they feel will help groups to function better. Each group then makes a large chart titled "During group discussion and work times, we expect each other to . . ."

> Discuss each group's decision in a larger group. (It may be beneficial to first combine two small groups, then four, and so on until whole class is discussing.) The educator-facilitator should be identifying students who are assuming a passive role during discussions. These students will need special encouragement.
>
> As a group, make a large sign or poster on "During group discussion and work times, we expect each other to . . ." Agree on expectations. The educator-facilitator should be involved in that he or she will have to feel comfortable with the students' expectations. If there is something he or she can't accept, it should be talked about with the class. The educator-facilitator should also aid students in establishing realistic expectations. This must be done in a non-critical way. A question like "Will that be easy for you always to follow through on?" will allow students to be more honest in extablishing expectations that each person can fulfill than a lot that only a few persons are able to live up to.

Developing the skills of listening, self-expression, critical thinking and empathic responding helps students to be contributing members of a group. *Listening* requires a conducive environment for members to receive information and to try and understand the feelings that accompany the words. *Self-expression* and *critical thinking* also depend on an accepting environment. Members should maintain an open mind and withholding judgment on an issue until enough information is gathered to make a decision. *Empathic responding* is a statement of "I understand" to another person and should be genuine.

Activity:

> To develop skill in listening, students close their eyes and sit very quietly in classroom for one minute. They should listen to every sound that is made when they are silent.
>
> At the end of one minute, they should compare the sounds they heard and talk about how it felt to be perfectly silent and hear the sounds around them.
>
> A second activity to develop listening skills is to have students talk in pairs for about five minutes. Ask them to reflect back or summarize what they heard their partner saying.
>
> To develop skill in self-expression, have students form groups of four. Ask each member to speak for one minute about himself or herself in front of the other three group members. Educator-facilitator can act as timekeeper.

Another technique is to utilize the values clarification strategy known as Proud Whip (Simon, Howe, & Kirschenbaum, 1972). The educator-facilitator "asks students to consider what they have to be proud of in relation to some specific area or issue. The educator whips around the room calling upon students in order. Students respond with the words, 'I'm proud of . . . .' or 'I'm proud that . . .' Any student may choose to pass.

To develop skill in critical thinking, when students make a statement such as "I'm planning to go to college," the educator-facilitator might respond with something like, "What will that mean to you?" or "What do you think it will be like?" in a non-judgmental, non-critical way.

A second technique to teach critical thinking is to make a statement and have students identify as many reasons as they can that it is true. Then change positions and identify as many reasons as they can that the statement is not true.

To develop skill in empathic responding, allow students several minutes to respond to situations similar to the following:

- You have just lost the district hundred-yard dash. How do you feel?
- Your best friend has just lost the district hundred-yard dash. How does he or she feel? What do you say to him or her?
- You overhear a friend say some unkind things about you. How do you feel?
- Your friend overhears you say some unkind things about him or her. How does he or she feel? What do you say?

Responses may be written or verbal depending upon the needs of the situation. It is important that a minimum of time be provided because first reactions are important in this case.

Group Participation. Ground rules are usually established early. These rules are the expectations that members have for one another and will be present in the group interactions whether they are ever discussed verbally or not. It is probably facilitative to decide as a group on at least a few that are appropriate to your situation. The number of ground rules needed will depend upon the class. Following are some examples of ground rules which might stimulate ideas with your group.

- Listen critically and thoughtfully to others.
- Be sure you know the goal of the discussion at the start.
- Speak your own mind freely.

- Let the other person talk, too: speak briefly.
- Don't let the discussion get away from you: if you don't understand, say so tactfully.
- Don't fight over ownership of ideas.
- Indulge in friendly disagreement.
- Stay on the subject; don't digress.
- Try to maintain an open mind.
- Come to the discussion prepared to participate.
- Try to make the discussion a pleasant experience for all; don't take yourself too seriously.
- Help others to participate.
- Avoid interrupting the progress of the discussion.
- Keep the communication channels open.

Even in the best groups, difficult situations and conflicts will sometimes occur. Occasionally there will be communication barriers between individual members due to feelings of insecurity or an inability to listen. Aggression, conflicting goals, group tension, or competition will interfere with progress. When these situations occur, the best policy is to bring them to the attention of the group/class and try to resolve them. Often simply airing problems will alleviate tension, but by seeking a resolution the group also has an opportunity to apply their problem-solving skills. Generally, the group will be more effective and closer after working through their concerns.

The *teacher's role*, though perhaps not active, is important. Without a classroom atmosphere of caring, understanding, and acceptance, students will not feel free to express inner feelings and ideas. The teacher who is sensitive and understanding will be able to encourage the student who is still hesitant to risk participation or the student who responds without considering feelings of others. Because groups are composed of people, each one will be a little different; but the following are some additional ideas and hints which may be helpful:

- Teacher and students should have a "we" feeling . . . each must feel they are in the learning process together.

- In the beginning, topics should not be too "heavy," e.g., deal with deep personal feelings; rather, topics such as favorite activities or weekend plans are lighter and non-threatening.
- Use open-ended sentences or brainstorming as "warm-ups."
- Feel free to talk about the group atmosphere together.
- Link thoughts and ideas of participants.
- Define the purpose of any group discussion.
- Summarize discussion a few minutes before termination.

The difficulties of setting up and training a class for small group discussions is far outweighed by the value and versatility of the technique. It is especially helpful in situations where the usual custom has been for a few students and the teacher to assume all the responsibility. Involvement is a key to eliminating boredom and apathy, and small group discussions increase involvement for all.

VALUES CLARIFICATION

By entitling a section of this guide "Taking Responsibility," we have stated a value. Most educators, as would most adults in general, agree that taking responsibility is a value they hope their students will embrace. It is also true that in order for adults or youth to take responsibility, they need to be aware of what their values are.

Why Now?

There are at least three reasons for the renewed interest in values clarification activities:

1. Values serve as a *basis for decision-making* in a changing world.

Youth of today are faced with many more choices than in the past. At the same time, they are increasingly being told they have the right to choose their own values. In the past it was assumed that they would adopt their parents' values. Social changes reflected in areas such as abortion, politics, drug use, religion, love and sex, and divorce make it even more important that the individual be clear on personal values in order to responsibly make choices when faced with these issues.

2. Values are the *basis for achieving identity* in a fragmented society.

Another big change in our present society is the outlook on careers. It was once the case that individuals made choices regarding careers or occupations early, without much emphasis on personal characteristics or identity. Current theories on career choice consider congruence between personality and career a priority. This means that knowing one's values is an important part of the career decision process.

In addition, the mobility of our society has made the pattern of one job, in one locale for a lifetime, the exception rather than the rule. Our identities cannot be dependent upon our jobs and our communities as they once were. Thus, youth and adults will be constantly confronting themselves regarding their identities.

An identity is not achieved in a vacuum. One's own values and those of others are instrumental in the process. In order for students to share their values and concerns in an effort to establish their identities, the classroom environment should emphasize openness and cooperation, rather than competition and submission to authority.

One way to assist youth in this effort of finding their identities is to assist them in developing tentative life plans. Passive, dependent students can be helped to realize a sense of power and responsibility for their lives by this process. Making plans forces one to make values more explicit and helps to make daily actions and education more relevant.

In summary, values clarification is important to identify formation for the purposes of assisting students in making a career choice, in establishing a basis for stability in a changing world, in realizing a sense of power and responsibility for their own lives, and in making daily educational experiences more relevant.

3. Values are a means of *validating an individual's self worth.*

Knowing one's values and living in accordance with them helps one achieve a feeling of self-worth. In addition, the values clarification process helps establish a feeling or self-worth by recognizing that each person's values are important enough to be considered and heard. It also emphasizes persons valuing one another and expressing what the one values about the other, which fosters feelings of self-worth.

Definition of a Value

In the process of decision making, it is important to know what guides our choices. The beliefs that guide us form our value systems. There are seven criteria which should be met if an expression (statement or action) can be considered a part of the individual's value system.

Cognitive (Choosing)

1. *Choosing freely.* If there is coercion in choosing, the result is not likely to stay with one for long. Values must be *freely selected* if they are to be really prized by the individual.
2. *Choosing from among alternatives.* Only when a choice is possible, when there is more than one alternative from which to choose, do we say a belief can be considered a value.
3. *Choosing after thoughtful consideration of the consequences of each alternative.* Impulsive or thoughtless choices do not lead to values as we define them. Only when the consequences of each of the alternatives are clearly understood can one make intelligent choices.

Affective (Prizing)

4. *Prizing.* We are happy with our values. A choice even when we have made it freely and thoughtfully, may be a choice we are not happy about making. Values flow only from choices that we are *glad* to make.
5. *Affirming.* When we are proud of our choice we are likely to affirm that choice when asked about it. If we would not make our position known when appropriately asked, we would not be dealing with values, but something else.

Behavioral (Acting)

6. *Acting upon choices.* When we have a value, it shows up in all aspects of our living. For a value to be present, life itself must be affected. The person who talks about something but never does anything about it is dealing with something other than a value.

7. *Repeating.* We would not think of something as a value if it appeared only once in a life and never again. Values tend to have a persistency and make a pattern in a life (Center for Creative Communications, Inc.).

Values Clarification Processes

There are a number of ways in which educators can help students clarify their values. Because values clarification is of such importance in today's society, it is reasonable to consider setting time aside during the school day to deal with this topic independently. In this case, the counselor or a particular teacher will take most of the responsibility for constructing and directing the program.

Another method of incorporating the concept of values clarification is to infuse it into the existent school program. This will involve an awareness on the part of every faculty-staff member and eliminate the need for creating time for the addition of a new course.

The most effective way of helping students utilize the valuing process is through a combination of efforts. The addition of a specific course will provide time for working through a number of values clarification strategies. The infusion of values discussion questions into subject matter areas will help students experience the valuing process in a variety of ways.

Program Approach

The advantage of constructing a specific course time in which to deal with values is obvious. A wealth of material is available (see references) for use with groups and most educators would welcome the opportunity to see the strategies in action. However, it is essential that work with values not be confined to a particular course, time, and place. The strategies are likely to turn into games to be played and forgotten if students are not encouraged, in other classes or during their free time, to take a stand on issues, make decisions independently, consider alternatives to situations, and discuss their opinions. Therefore, if one of the programs described below is implemented, take particular care to extend the valuing process into other areas as well.

Career Exploration. Career guidance programs often use values clarification for self-understanding and then ask students to generalize this knowledge to decision-making situations. A unit on values includes the following objectives:

1. importance of values in the decision-making process
2. individual personal nature of values
3. definition of values
4. recognition of values in others
5. clarification of own values
6. identification of values in groups
7. establishing objectives from values.

This program as well as vocational exploration group work use career planning as a basis for discovering and clarifying personal values.

The example activity below is representative of a section of a career exploration which deals with values.

Activity Title: What Do Other People Value?

Listed below are several things that many people value.

Education
Health
Power
Independence
Pleasure
Service
Security
Popularity

If you can think of other processes or conditions that might be valued, add them here:

______________________ ______________________
______________________ ______________________
______________________ ______________________

Now list the three things you believe would be most important to each of the following people:

1. A teacher in your school:

   ______________ ______________ ______________

2. Your father:

   ______________ ______________ ______________

3. Your mother:

   ______________ ______________ ______________

4. A student in your school:

   ______________ ______________ ______________

5. A businessperson in your town:

   ______________ ______________ ______________

6. A Congressional representative in Washington, D.C.:

   ______________ ______________ ______________

   When you compare what you have listed for these people, what differences do you discover?

   ____

   Why are there differences?

   ____

Drug Abuse Prevention programs are being implemented in an increasing number of schools in order to inform students of the consequences of using, misusing, and abusing drugs. Fundamental to these programs is the development of skills in the areas of communicating, valuing, and decision making along with the provision of information about drug use and misuse.

Since drug abuse is currently of high interest to parents, the following example has been included as one of the values clarification strategies useful with students, as well as with their parents who may feel that the "3 R's" are the only mission of a school.

In a small, rural, conservative community a parent-study group was organized for parents of secondary students. Also included were several local school board members. Group discussion focused on the values conflicts between parents and youth. The local health and physical education instructor provided demonstrations and group experiences to illustrate new techniques for examining values. As the parents participated in the group exercises, they had an opportunity to note their differing points of view. The instructor explained that high school students also did not share the same views on every situation. Following is an example of one of the value games:

A Values Games

1. You will hear a series of situations in which people have made a decision or performed an act. You will be asked to measure this decision or act according to your own value system (what you value) and to decide whether in your opinion the act was "absolutely right," "absolutely wrong," or somewhat in between.
2. A gameboard can be placed on the wall for use with colored discs that have masking tape on the back. Preferably the gameboard should be large enough to allow players to stand in the place of their choice. Either way, the gameboard should provide the following choice:

   ABSOLUTELY RIGHT
   RIGHT WITH SOME RESERVATIONS
   RIGHT WITH MANY RESERVATIONS
   WRONG WITH MANY RESERVATIONS
   WRONG WITH SOME RESERVATIONS
   ABSOLUTELY WRONG

3. You are not permitted to ask for additional information about any of the situations. Try to make the best decision you can with the limited information.
4. You do not take turns in responding. After the situation is read aloud, you should make your choice when the leader states "make your decision."
5. After each choice or at the end of the series, you will be asked to give reasons for your choices and compare them with others.

The Concentration Camp Situation

1. You are living during the World War II period. You are a 30-year-old Jewish woman being held prisoner in an all-women's camp. You have a husband and two children under 10 years of age living in Berlin. The only way you can get out of the camp is to become pregnant. The only prospective fathers are German guards. You decide to become pregnant.

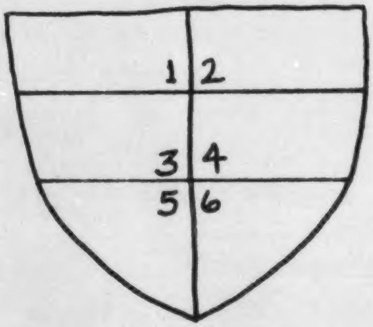
2. You receive information via the underground that your husband is very ill and your children must roam the street to get food. You decide to become pregnant.
3. Since you have decided to become pregnant by a German guard, you must select one. You are justified in looking for the best looking, most handsome guard.
4. You are now out of the concentration camp two and one-half months pregnant. You decide to have an abortion.
5. You are still pregnant and back in Berlin with your husband and other children. You give birth to the baby. Switch--you are now the husband. You have decided to put the new born child up for adoption.

The parent group participated actively in this values game and enjoyed defending their choices. They did not get upset by the fact that they often disagreed, and frequently changed their opinions. They also discussed the difficulty involved in making these decisions and the value of high school students experiencing this type of exercise.

Mini Courses. In a number of secondary schools time has been provided in the regular schedule for the addition of mini courses which rotate on a periodic basis. Values clarification strategies such as the following example can be utilized in a mini course designed to help students build the valuing process into their lives.

Coat of Arms

Have students draw a facsimile of the coat of arms design below.



In the appropriate areas of their Coat of Arms, the students are to answer the following questions not in writing, but in pictures (drawings, designs, or symbols). The use of pictures is important--it eliminates the possibility of being too verbal and hiding behind words.

1. What do you regard as your greatest personal achievement?
2. What do you regard as your's family's greatest achievement?
3. What is the one thing that other people can do to make you the most happy?
4. What do you regard as your own greatest personal failure?
5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
6. What three words would you most like to have said about you if you died today? (This is the only section in which words are allowed.)

After the questions are asked and the time has been provided for drawing the responses, the students can gather in small groups and share those answers they wish to discuss.

Infusion Approach

Mention has already been made of the need for infusing the valuing process into all the subject matter areas. The advantage in this approach is that it does not require additional lesson-planning time or an added course in the already busy school day. Instead, educators must acquaint themselves with what values education is and then work at developing a keen sensitivity to what students are saying. Infusion of the valuing process takes place when responding to students during class discussions, as well as during informal conversations outside of the classroom. It involves good listening on the part of the educator, sensitive responses, and a basic faith in the ability of students to reason morally when given the opportunity.

Clarifying Responses. The most valuable method of infusing values clarification into a school is when faculty-staff members use clarifying responses in their conversations with each other and with students. This manner of responding results in the person addressed considering their *choices*, what they *prize*, and what they are *doing*.

Note this example. A student says that they are planning to go to college after high school. A teacher who replies, "Good for you," or "Which college?" or "Well, I hope you make it," is probably going to serve purposes other than value clarity. But were the teacher to respond, "Have you considered any alternatives?," the goal of value clarity may well be advanced. The "alternatives" response is likely to stimulate thinking about the issue, and if the student decides to go to college, that decision is likely to be closer to a value than it was before. It may contribute a little toward moving a college student from the position of going because "it's the thing to do" to going because he wants to get something out of it.

Clarifying responses can be used to help individuals clarify their ideas at each of the seven stages which combine to form a value.

1. Choosing freely
    a. Where do you suppose you first got that idea?
    b. What would people say if you weren't to do what you say you must do?
    c. Are you getting help from anyone? Do you need more help? Can I help?
    d. Are you the only one in your crowd who feels this way?
    e. Is there any rebellion in your choice?
    f. How many years will you give to it? What will you do if you're not good enough?
2. Choosing from alternatives
    a. What else did you consider before you picked this?
    b. Was it a hard decision? What went into the final decision? Who helped? Do you need any further help?
    c. Did you consider another possible alternative?
    d. Are there some reasons behind your choice?
    e. What's really good about this choice which makes it stand out from other possibilities?
3. Choosing thoughtfully and reflectively
    a. What would be the consequence of each alternative available?

b. Have you thought about this very much? How did your thinking go?

c. Is this what I understand you to say . . . (interpret his/her statement)?

d. Are you implying that . . . (distort his or her statement to see if s/he is clear enough to correct the distortion)?

e. Define the terms you use. Give me an example of the kind of job you can get without a high school diploma.

f. Where will it lead?

g. For whom are you doing this?

h. What will you have to do? What are your first steps? Second steps?

4. Prizing and cherishing

a. Are you glad you feel that way?

b What good is it? What purpose does it serve? Why is it important to you?

c. Should everyone do it your way?

d. In what way would life be different without it?

5. Affirming

a. Would you tell the class the way you feel some time?

b. You don't mean to say that you believe . . . (repeat the idea)?

c. Do people know that you believe that way or that you do that thing?

d. Are you willing to stand up and be counted for that?

6. Acting upon choices

a. I hear what you are for; now, is there anything you can do about it? Can I help?

b. Have you made any plans to do more than you already have done?

c. Would you want other people to know you feel this way? What if they disagree with you?

d. How has it already affected your life? How will it affect it in the future?

7. Repeating

a. Have you done anything already? Do you do this often?

b. What are your plans for doing more of it?

c. Are there some things you can do which are like it?

d. What did you not do when you went to do that? Was that okay?

e. Did you run into any difficulty?

f. Will you do it again?

Values Level Teaching. Values can be clarified through every subject matter area. The process is simple and helps students understand the relevance of what they are learning.

There are three levels at which any school subject can be taught:

- the facts level
- the concepts level
- the values level.

By operating at each of the levels a teacher is able to infuse the valuing process into his or her classroom subject matter. The following example will demonstrate the process.

> My role is to teach Spanish. Although my primary goal in terms of subject matter is to enable the students to communicate in a foreign language, I set up additional goals relating to the pupils as growing individuals. The second group of goals include making the experience in learning Spanish both meaningful and relevant; pointing out the necessity and complexities of communication between individuals; and exposing the pupils to the Latin cultures in which Spanish is used. The third goal which I strive to attain as a language teacher--as a teacher--is to expose the students to the process of valuing. In other words, I plan to use the valuing process as another teaching technique to such an extent that each pupil is able to recognize and use his or her value system both in and out of Spanish class.

My above goals can, for purposes of clarity, be divided into three groups: FACTS, CONCEPTS AND VALUES. For example, after reading the following narration (in Spanish) about a New Year's Eve celebration, discussion will take place in Spanish at the FACTS level, and using Spanish as much as possible, at the CONCEPTS and VALUES levels.

> "The New Year's Eve party was fun. The family reunited at the old and large home of my grandparents. During the pleasant dinner they permitted me to drink a glass of champagne. When the clock began to strike twelve we began to eat the twelve New Year's Eve grapes."

FACTS: --What was the party like?
--Who came to the grandparents' house?
--What was Luis permitted to do?
--How was the dinner?
--What did the family do at midnight?

CONCEPTS: --Is New Year's celebrated at the same time and in the same way by everyone in the world?
--Why do people "celebrate" on December 31?
--In Spain the families celebrate by each person eating one grape with every stroke of the clock at midnight. If a person succeeds in eating all the grapes before the twelfth stroke of the clock tradition holds that he or she will be blessed with twelve months of happiness.
--What tradition is followed in the United States on New Year's Eve?

VALUES: --Does your family celebrate December 31 together? How? Is it a happy celebration?
--Do you enjoy December 31?
--Would you enjoy following the Spanish custom of eating the twelve grapes?
--In a future family of your own, what could be different and what would be the same about the way you celebrate December 31 and the way your family celebrates it now?
(For similar examples based on other curriculum areas see Harmin, et al., 1974)

Moral Dilemmas. Extensive research in the area of moral development has been carried by Kohlberg. His work can be of great help to educators concerned with helping students to clarify understanding of their values.

Kohlberg holds that moral development takes place in stages, each stage successively preparing the individual for the next stage. Though it is helpful to be acquainted with these levels of moral development, it is important that they don't merely become a new method for classifying students or for grading their morals. If, on the other hand, Kohlberg's outline is used as a guide for structuring "value-clarifying" discussion questions then it becomes an invaluable tool. A recognition of the stages will help you determine more easily where a group of students might be in terms of acting upon their values.

According to Kohlberg, it is possible to see how a progression takes place in the attitude of an individual toward good and bad. At a very early age the distinction is made simply on the basis of "that which pleases me is good and that which doesn't please me is bad." At a higher level social order becomes the basis for maintaining good. An individual functioning at the highest state of moral development distinguishes between good and bad according to personal standards and ethics.

Stage 0:	"Good" is that which is agreeable or pleasant; "bad" is that which is disagreeable or unpleasant.
Stage 1:	"Good" is that which is an authority figure rewards; "bad" is that which authority punishes.
Stage 2:	A "good" turn deserves one in return; one "bad" deed deserved another.
Stage 3:	"Good" pleases others and they think highly of me; "bad" disappoints others and they think lowly of me.
Stage 4:	"Good" is upheld for the benefit of the social order which has been established.
Stage 5:	"Good" or "right" can be personally determined except when it has been previously agreed upon democratically by a group or society.
Stage 6:	"Good" or "right" is determined according to personal ethical principles upon which conscience is based.

One of the most effective ways of enabling students to move to a higher stage of moral development is through the use of moral dilemmas. A dilemma is described to the group. This is followed by a discussion by group members of how the dilemma might be resolved. It is important that students describe their reasons for proposing a particular resolution since it is the reason, not the resolution, which indicates the moral stage at which the student is functioning.

> One student might refrain from looting during a riot for fear of being shot. He would be reasoning at the Stage One "Avoid Punishment" level. Another student might choose not to loot because the particular shopkeeper whose merchandise is accessible may give her a part-time job this summer. This student is operating at the Stage Two "Self-Benefit" level. Another student (at Stage Three) might be afraid that others will not have safe, orderly lives if individuals take advantage of social turmoil by such activities as looting. All of these students have chosen not to loot, but the reasons, not the action, decide their placement at the four different levels (Mattox, 1975, pp. 72-73).

Beverly Mattox (1975) has compiled a number of dilemmas appropriate for use with students at the various school levels. She also offers a helpful guide for students and educators to compose original dilemmas. The following example demonstrates the format suggested by Mattox:

TV "NEWS"

OBJECTIVE: To examine honesty in business practices.

SITUATION:

> You are a member of a TV camera crew sent to film a college campus disturbance. When you arrive the young people are milling around quietly. Most of them are leaving the area where the confrontation took place.
>
> The film director is disappointed. He suggests that you talk to the leaders to stir up anger and hostility again. If this occurs the director could get some excellent film for television. He is waiting for you to act on his suggestion.

FOCUS: Do you attempt to incite a disturbance?

DISCUSSION:

1. Explain your decision.
2. What might happen if you do as the director wishes?
3. What are the possible results if you refuse to do it?
4. Will your TV viewers have a false impression of the disturbance?
5. What if you are being considered for assistant film director? Does this make a difference in your decision? (Mattox, 1975, pp. 122-123)

Conclusion

Using Values Strategies

The process of values clarification is, and thus should be treated as, a human endeavor. It is subject to the joys, excitement and frailties of all human endeavors. For this reason it is necessary to create a climate of trust within the school among faculty-staff and students. Within a warm atmosphere of acceptance individuals will be more willing to explore openly their beliefs. There can be no fear of being judged by superiors and peers.

When starting to implement the use of specific strategies with groups of students remember to plan activities in a progression. Start with those that require minimal personal risk and work gradually toward activities that involve more risk. The following examples demonstrate different levels of risk-taking.

A. LOW RISK: Have each student list thirteen of his or her favorite television shows. Then have them cross out five shows they could easily do without. Then star five more they could give up. Going back over the list have them circle the shows they think are most important. What patterns emerge from their choices? How do these choices or values influence other choices they make?

B. MODERATE RISK: Make several pairs of cards with two similar, yet very different choices. Some examples are:

Card 1	Card 2
1. Cadillac	1. Volkswagon
2. Long hair	2. Short hair
3. Alone	3. Together
4. Ice cream	4. Pie
5. One friend	5. Several friends

At various times use cards to have students make forced choices by having those that would choose one way to go to one side of the room and those that would choose the other to go to the other side. Talk about feelings of being forced into a choice. After activity has been done several times, have students make up cards. In time have students publicly affirm why they chose as they did.

C. VALUE INTO ACTION: Have students identify several current school/home related issues (e.g., smoking in rest rooms, vandalism, mandates from authorities). In groups have them take a stand and then plan a way that they can let their feelings to be known. If it's

appropriate, have the groups plan and
carry out action designed to influence
those in a decision-making capacity.

Evaluation

Taking a look over what has been accomplished through particular activities is an important part of growing. Unfortunately, most of the growing which takes place in school is appraised by the educators who in turn inform students and their parents of progress being made. What is needed is more real appraisal of their work at the students themselves. With regard to progress made in the area of values clarification there is no question of who will be responsible for evaluation. Each student must evaluate his or her own growth. The responsibility of the educator is to provide the time and means for effective assessment.

One of the most facilitative ways of helping students maintain awareness of their development in the valuing process is to post the following "I Learned Statements" in a visible spot in the room.

I learned that I . . .
I relearned that I . . .
I discovered that I . . .
I found that . . .
I felt good when I . . .
I was proud that I . . .
I was disappointed that . . .
(Curwin, & Curwin, 1974, p. 80)

After working through a clarification strategy, or a moral dilemma, or after a particularly effective class discussion, provide time for students to complete the "I Learned Statements" in their own journals which they should be encouraged to maintain throughout the semester or year. Each student's journal is his or her personal record of progress and it need not be shared with anyone unless the student desires to do so. This method of evaluation helps to further personalize the values clarification activities.

Points to Remember. Because of the impact that values education can have on students and educators it is necessary in ending this section to reemphasize several points. The Center for Creative Communications, Inc., offers the following list of ground rules which are essential in working with values clarification exercises.

> Every answer is a right answer.
>
> Values Clarification exercises give the participants the *time* and *space* to examine their attitudes and values. Time means exactly what it says. Space means the latitude, the room for movement in a nonjudgmental environment which is conducive to thoughtful self-examination without the fear of censure.
>
> Everyone has the *right to pass* on any exercise at any time, without being expected to justify his or her passing.
>
> The facilitator is a participant--a model for the others.
>
> A philosophy basic to Values Clarification is that *individuals are responsible* for the position they are in. They are responsible for their own feelings. They grow and react in terms of their acceptance of their personal feelings and their own life situations.

CREATING A FACILITATIVE SCHOOL CLIMATE

Everyone who works or studies at a school contributes to the school's climate. As a teacher you are responsible to yourself, your students, and your fellow faculty members to make the total atmosphere of the school a place conducive to creative learning. Take a few minutes now to think about your school environment--including the parking lot. What kind of a feeling do you get when you arrive? How do you feel as you walk through the halls? the cafeteria? It is a fun place to be? Is it exciting and full of exchange? Do you like the walls? Everywhere you go you can feel the atmosphere. If you sense stuffiness, drabness, or discomfort, it's time to do something. It's your school--what can you do to make it a more pleasant place to be and learn?

You can begin by evaluating the climate within your own classroom. Ways to improve the total school environment can follow. As you read through the ideas for improving the atmosphere in your classroom, be thinking about the total school environment as well. In this way you will also become aware of changes that can be implemented to improve the total school climate.

Each fall as you plan your activities, you are likely to search for innovative ways to present subject matter. As the year progresses you look for ways to measure your success and re-evaluate your goals. Do you give the same consideration to planning and evaluating the classroom or school climate?

Classroom climate or atmosphere is a primary factor in the success of all classroom activities. However, it is seldom planned for in a systematic way. At the beginning of a new year, mental resolutions are often made to "be more kind," "raise my voice less" or "cope with individual differences more effectively." These resolutions are easily made in an empty room after a summer's rest; they are easily forgotten when the teacher is with 32 students, at 2:00 on a Thursday afternoon of a rainy week. For this reason, it is important that systematic attention be given to implementing plans for creating a classroom climate which optimizes each person's development in all areas. Goals must be identified and procedures initiated to help attain the goals. Commitment to the plan by educators and students must be made. Periodic evaluation of progress should be done and decisions on the effectiveness of the present plan and any needed changes can be identified. In other words, consistent thought must be given to what is being done to create a facilitative classroom climate.

One of the first steps to creating a facilitative climate is to take an *honest* look at the present climate. The key here is HONEST. If the evaluation is to be valuable, you must be willing to look at the climate as it really is.

Asking the question "If I were (*student's name*) would I enjoy being in this classroom?" is a starting point for the evaluation of the present classroom climate. All educators can identify students for whom they didn't do their best. Accepting the fact that success will not be complete for every student makes it more encouraging to try. The important thing is to try--and try again.

"By whose evaluations do you measure your success--your students' or your fellow teachers'?" is the second question to ask. Are you comfortable with the priorities you have established?

The third step in the evaluation of the climate created in the classroom is to ask "What do I do to ensure success for each person?" No copouts like "Mary has such a bad family life I can't expect her to do anything well." or "Humphrey really should be in Special Ed--he can never succeed in a normal classroom!!" Yes, they can and will succeed--IF some special, ongoing opportunities are provided for them. Just as adults grow personally in an atmosphere of acceptance and understanding, so will each of your students grow more confident and productive as people in a climate which provides acceptance and understanding. Schools often unintentionally promote or reinforce a "failure" self-concept. What can you do to ensure that EVERY student feels successful as a person? How can you encourage and develop the students' natural curiosity and desire to learn?

A fourth question to ask is "How do my students see me?" Now ask "How would I *like* for my students to see me?" Is there agreement between the first and second questions? If not, why not? Have you adopted role expectations you feel you must live up to because you are a teacher? Are those role expectations consistent with achieving the goals you have for your students and for the classroom climate you want to achieve? If the role established is as a transmitter of knowledge and as the final authority on everything, this may inhibit open, honest relationships with students. If the role established includes relating to students as real people, the relationship possibilities are endless.

These four questions "If I were (*student's name*) would I enjoy being in this classroom?," "By whose evaluations do I measure my success?," "What do I do to ensure success for *each* student?," and "How do my students see me?" offer starting points for evaluating the present classroom climate. If honestly answered, these questions may make you feel uncomfortable. That's all right. Seldom does one do anything to improve a situation if he or she feels satisfied. You may be thinking, "How can I possibly create a facilitative climate for *every* student when there are so many other classroom demands?" Try rephrasing that question: "How can I *not* create a facilitative climate for every student when there are human lives involved?" The challenge is yours!

Once you have decided that you want to develop a systematic plan for improving the classroom environment, the next step is to identify your basic beliefs or assumptions about the individuals you teach. Again honesty is the key. You should be able to say without reservation, "It is *my* belief that..." Unless you can do this, your interactions with students may not reflect these beliefs. Following are some examples of "I believe" statements to aid you in developing your own place for creating a facilitative environment:

I BELIEVE:

- Every student has the right to be loved and understood by all adults.
- It is imperative that every student be provided with a psychologically safe learning environment.

- Every student has the right to become all he or she is capable of becoming.
- It is more important for a student to feel success as a person than it is for her or him to finish the text book.
- Every student can and should be responsible for his or her own behavior.
- Every student has the right to be a unique individual and this uniqueness should be fostered.
- Every student needs opportunities to assume and share responsibility.

It's not necessary that the "I believe" list be long. The important thing is that each item is a true *I* believe statement. This may mean there is only one statement on the list.

After you have identified your beliefs about your students, you should identify your "I believe" statements about yourself and your role in the development of each student. The following are examples of possible statements:

I BELIEVE:

- It is my responsibility to strive to love, accept and understand each student as a unique human being with unique needs.
- It is my responsibility to plan for creating a psychologically safe learning environment for every student entrusted to me.
- It is my responsibility to serve as an adult model who demonstrates compassion and empathy.
- I do have time in my day to encourage success in each student
- Human interaction among students, and between students and teachers is an essential part of growing.
- *How* I teach is as important as *what* teach.
- I, by nature of my position as an educator, have power over human lives. It is my responsibility to remain aware of this fact and utilize my power in ways that will maximize human growth.

The "I believe" statement about students and yourself as an educator can serve as goals for your plan to create a facilitative classroom climate. The ideas that follow are provided as suggestions to use with your students and may stimulate ideas for developing activities designed to help create a more facilitative classroom climate.

IDEAS TO HELP CREATE A FACILITATIVE CLASSROOM CLIMATE

You may already be applying many of these ideas naturally. If so, it is hoped the suggestions offered here will provide encouragement for continuing a valued effort. If not, it is hoped that inspiration can be drawn from these hints.

1. Identify things you can do each day to tell every student they are important to you. Things like:
    - personal comments ("How's your sister?" "I saw your mom last night." "I like those shoes.")
    - values - clarifying comments (see section on Values Clarification)
    - touch
    - a special note on a returned paper
    - a personal smile or wink
2. Let your students know your personal plans for growing. Involve them in the learning process of creating a new climate. Work together to become more loving, accepting, understanding.
3. Remember: Readiness is not reserved for reading. Anything new requires a readiness period--sharing one's self--being real is not different. It may take you all a while to get ready. Expect the changes in climate to develop gradually as the level of trust among the students and between you and the students grows.
4. Starting with a few minutes each day, let the role of teacher fade into the background and interact with your students as a person--one who experiences joy, fear, sorrow, anger. Increase that time until it's all day (or for as long as you feel you can).
5. Let your students ask you questions. Feel free to "pass" on questions of too personal a nature. It's important to maintain mutual respect. You're a person. So are they. Respect each one. They will give the same in return. It's frequently tempting to become "one of the gang," but this isn't necessary.
6. Provide frequent opportunities for students (and you) to ask other students questions. Students should feel free to "pass" on questions of too personal a nature.
7. Listen actively. Try to understand and accept what the student is saying, feeling. Don't evaluate. Show your students you understand by clarifying their responses--reflecting the feelings back to them. This way they'll begin to clarify what is important to them in what they do.

8. Be aware of the proportion of competitive vs. cooperative projects and activities in your room. There should be at least as many cooperative as competitive activities.

9. Vary the arrangement of the room to permit different activities: move all the chairs back and form a circle to promote interactions; change student seating; make divisions for groups; be innovative and surprise your class with new arrangements.

10. Put yourself in the farthest away seat--how do you feel? Can you see? Can you hear? Do you feel close to the teacher (mentally and/or physically)? Do you feel a part of the class?

    Then think about your own movement in the class--does every student have a chance to see you well and feel physically close to you frequently--or is that reserved for those in the front of the room or at times you need to check for trouble? Flow easily within your classroom.

11. Assume that your students are behaving well rather than poorly. If there's a problem, try to see what environmental factors enter in. When you communicate acceptance to your students, you will have fewer problems.

12. Remember: It's sometimes difficult for students to see the application of today to tomorrow--they're looking for success today. Frequently create situations in which success is possible--for every student.

13. Have cooperative goal-setting and planning sessions with your students, individually. Encourage them to set and meet their own goals and deadlines. Allow opportunities for them to assume responsibilities and learn about the consequences of their actions.

14. Increasingly ask opinion questions which don't have right or wrong answers. Ask questions like "How many of you like baseball?" or "Should everyone who is eligible vote?" Keep track of the questions and tally the results. Later get the students to ask their own questions and tally results. These can be quick interjections. They help students clarify their own ideas, opinions and values. It's extremely important for you to remain neutral, however, so that the students are really free to think for themselves.

15. Participate in students' activities as much as possible.

16. Frequently point out specific things they do as a class that you like...tell them how it makes you feel.

17. Be consistent.

18. Think of the student, or students, you and the others have most difficulty loving, accepting and understanding. What can

you do right now, today, this very minute to make her or his life happier? Do it! What else can you do? Do it, too! Keep thinking! Keep doing!

19. Interact with your students. Be available.

20. Use your sense of humor. Enjoy a laugh with your class. Get to know both your students and yourself better through humor. Since "We are what we laugh at," encourage your students to use their wits by bringing jokes or humorous incidents to class and telling them. Humor often reveals some of our personality and permits us to become part of the group.

The twenty steps outlined above are ongoing processes which will help create an open climate in your classroom. These suggestions are ideas which you should keep in mind daily as you teach. Included below are some specific activities or techniques designed to implement those processes. They can be used once or repeated at various times during the year.

Brainstorming. This is a technique that can be used often to encourage student's free thinking.

Debate Forum. Allow students frequent opportunities to discuss issues, ideas, opinions and feelings. These issues have no simple solutions or correct answers. Students must feel free to discuss their ideas openly without fear of evaluation by the teacher.

Varied Groupings. Vary the groupings you use. Be flexible and change the pace. Use large and small groups for various sorts of activities. Think of new ways to involve groups in activities you might have done on an individual basis. You can have fixed and rotating groups of all sizes (2, 3, 6, 10, 25) and your students will appreciate the opportunity to experience the difference in these groups.

Peer Tutoring. Call on students to teach other students. If someone is a whiz in math, let him or her tutor other(s) who need help. Maybe this math whiz will need help with some other assignment. Let small groups of students teach one another.

Book Blab or *Film Talk Back*. Following a film or the reading of a book--let students get into groups of 3-4 to discuss the book or film. Let them critique it and try to come up with ways to improve it. Have them write a script for their own film or the plot for their own book. Make their experiences real and meaningful.

Positive Qualities. There are several variations of this technique which basically requires that students give each other feedback. You might want to try all three at different times during the year. Become involved in the activity yourself so everyone can get acquainted on a personal level.

- Split the class in half. Have the people in one half write their names on a slip of paper and put all these names in a box. Next have everyone from the second half draw out a name. Visit in pairs for a few minutes to get acquainted. Then each person designs a poster advertising the positive characteristics about the person whose name they drew. Display the posters.
- Split the class into groups of 8. Provide each group with 8 large sheets of newsprint and felt-tipped pens. Hang these on the wall near the area in which the group will meet or on the front of each participant's desk. Each sheet should have the name of one person at the top. Everyone will go around the group writing one positive quality of an individual on his or her newsprint. Each person will then have a list of 7 positive characteristics others see in him or her. After convening as a group, each member will check each of the listed qualities with which she/he agrees. In other words, you would put a check by positive qualities others saw that you see in yourself. This will be difficult for some but encourage students to participate to the extent they feel comfortable. If you serve as an appropriate model and the atmosphere is one of acceptance, students may begin to learn that it is okay to recognize positive qualities about oneself. Allow some time for discussion after this is done.
- Every participant will need a manila or legal-sized envelope. Each person prints his or her name in block letters on the outside. Provide pieces of newsprint to cut into strips, for each participant. The envelopes will circulate around the room and anonymously participants will write down a positive quality they see in the person and place it in his or her envelope. Everyone should then be allowed time to look over their feedback. Discuss the experience as a class.

If you truly believe your "I believe" statements, your students will know it through your actions. As you work toward making your "I believe" statements come alive, there are likely to be times when you feel unloving, unaccepting, and "un-understanding." This is to be expected as long as it's not the rule. Students will understand, especially if you tell them how you are feeling at that particular time. They, too, will have "those days." If you're real and accept your own bad times, students will be better able to accept their ups and downs as an OK part of themselves.

IDEAS FOR IMPROVING SCHOOL CLIMATE

Now that we have looked at what can be done within your classroom, let's see what you can do to help improve the total school climate. This total environment is often seen as a problem belonging to someone else. Make it *your* environment--your halls, your dining room--you live there too for eight hours each day. What can you do to make it a more pleasant learning environment overall?

The five ideas listed here are suggestions for ways you and others can improve the total school environment. It might be advisable to discuss them with your administration and ask about forming a committee of interested people to work on this improvement goal.

Interact with students and make yourself available. Be in a designated classroom for 30 minutes a day or several times a week, and let your students know this is a time they can find you there. Encourage students to feel free to ask if they need your help.

Talk with other teachers about ideas for implementing Guidance Curriculum activities. Talking, planning and implementing together for these activities will maximize their effectiveness. Invite one or two other teachers to get together with you to talk about ways of demonstrating the interrelatedness of your subject areas. Try to arrange to visit other classrooms to see what's going on. Think about ways to let students share the responsibility of planning. Team teaching a mini-lesson might be a place to start.

Plan an all-school project to get everyone involved.

Work toward making your *faculty lounge* a really enjoyable place to be. Begin by creating a cartoon corner on the bulletin board and encourage others to contribute things that have made them chuckle. Arrange for a pleasant work area--a place that can be kept clear. Initiate conversations (or even a survey) about ways the lounge can be changed to be more attractive working/sharing place. An investment is a few commercially prepared posters will provide stimulus for other posters. Have available supplies for making posters or collages. Provide a model for interaction among staff members by involving as many others in your thinking/planning/creating process as you can. In general, systematically work toward creating a pleasant, positive environment in the faculty area--it can't help but spread to other areas.

Maintain a reasonable noise level. As a group of co-workers, you should agree on some ground rules relating to noise level. Some consideration toward not disturbing others is essential in any community, but creative learning isn't likely to take place in a totally silent room. Once you and your co-workers have a basic framework, discuss this with students. See if together you can generate ideas on ways to cooperate to maintain a reasonable noise level. Of course, there may be days when you personally will feel unable to tolerate noises which ordinarily wouldn't bother you. Share your feelings with your students. Then if you are impatient, they'll know why. They'll appreciate your honesty and likely make efforts to accommodate you.

IMAGERY

> I have personally made a career out of silliness and foolishness. I dreamed rockets. People told me rockets were impossible. I went on dreaming. The rockets came to birth. What if I had listened to people who jeered my dream? . . . To be incredibly foolish in the eyes of most is the first step on the way to having grand fun and becoming creative. (Bradbury, 1973)

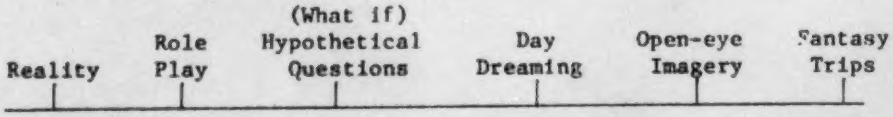
Imagery is defined as mental images or pictures. A synonym is imagination. While it is often considered permissible, and sometimes positive, for a child to use his or her imagination, use of time by an adult in this manner is often considered frivolous, unproductive escapism. In fact, this is not an unproductive use of time. Imagery is a natural process that can be used to discover alternatives. In this section, we offer some suggestions for constructive use of this process in the classroom. To quote a popular advertising jingle, "Try it. You'll like it."

What is Imagery

Imagery is:

- imagining possibilities or alternatives
- thinking of things different from your present reality
- looking foward into the future
- trying out new roles
- freeing oneself from practical restrictions in order to see a situation in a new light
- getting in touch with another side of oneself
- freeing the imagination so creative thoughts can come to mind.

If we can conceive of a continuum of imagery, it might look like this:



Each level involves the use of imagery with an element of reality. Creative use of imagery means being flexible in movement back and forth along the continuum.

How to Use Imagery in Your Classroom

What If Imagery. An easy way to encourage your students to explore the possibilities is to ask them to project themselves into the future by hypothetical questions such as "What if . . .?"

"What if you are a math major?"

"What could you do with yourself in five years? Ten years? "What if . . ." questions can also be incorporated with course content to stimulate discussion and make the subject more relevant. Following are some examples for different subject areas:

Social Studies

1. What if Reggie Jackson had been born in 1900?
2. What if the Pilgrims had thought the New World was too much of a hassle, and had returned home rather than staying here?
3. What if freedom of speech had not been included in the Bill of Rights?
4. What if the War Between the States had been fought in 1961-65 rather than 1861-65?
5. What if gold had been discovered in Arkansas or Missouri rather than California or Alaska?
6. What if Congress passed a bill tomorrow declaring women to be the "heads" of their households?
7. What if garbage collectors were required to train for their work as long as medical doctors are required to train for theirs?
8. What if students told the teachers what they would like to learn rather than the teachers telling the students what they would like for them to learn?
9. What if married people were not allowed to have children until they had been married at least ten years and their marriage rated by other people as "happy and successful"?
10. What if all members of a household over 12 years of age were expected to contribute equally to the upkeep of the house?

11. What if everyone went to college after high school graduation?

12. What if each person spent five years trying out various types of work before he/she decided on entering one field of work?

13. What if your marriage were planned for you when you were born rather than you deciding for yourself whom you want to marry?

14. What if everyone were married at age 16?

15. What if all mothers in the U.S. worked outside the home?

16. What if people graduated from high school at age 15 rather than 17 or 18?

17. What if people today were required to enter the same occupations held by their fathers of mothers rather than choosing their own?

18. What if everyone were required to change jobs every two years?

19. What if only a certain number of babies were allowed to be born each year rather than the situation being the way it is now?

20. What if slavery still existed today?

21. What if Abraham Lincoln had been shot five years earlier?

Mathematics

1. What if *everything* in the U.S. switched to the metric system?

2. What if no one knew how to compute the circumference of a circle?

3. What if we switched our number system to base 12 rather than base 10?

4. What if students did not learn any numbers until they were 12 years old?

5. What if a homemaker could not add or subtract?

6. What if there were no symbols for numbers--only words?

7. What if carpenters had no measuring devices?

8. What if clothes were not sized by number?

9. What if the post office did not charge by the ounce (or by measure of weight)?

10. What if the number of ounces were not put on packages and cans in the grocery store?

11. What if there were no adding machines?
12. What if there were no computers?
13. What if there were no standard measuring cups?

Science

1. What if the earth began rotating in a different direction around its axis?
2. What if the earth were perfectly round rather than elliptical?
3. What if the planets in our solar system did not have fixed orbits?
4. What if the earth rotated on its axis every 30 hours rather than every 24?
5. What if there were no computers?
6. What if the daily demperature of the earth were lowered 10°C beginning tomorrow morning and continuing for a year?
7. What if there were no alternative energy sources like nuclear or solar energy?
8. What if research scientists were competitive and refused to share their findings with other scientists?
9. What if there were no numbers designating the power capabilities of electrical outlets?
10. What if penicillin had not been discovered?
11. What if the growing season of this area were extended for two months longer than it is now?
12. What if the force of gravity were reduced by half on the earth?
13. What if the United States had not entered the "space race"?
14. What if 50 percent of the plants on earch died today?

Personal

1. What if I had been born five years later than I was?
2. What if I had been born in France?
3. What if I had been unable to go to school?
4. What if my mother and father decided for me what I would be when I was born?
5. What if my marriage were already planned for me?
6. What if I were a different nationality?
7. What if I had been born a member of the opposite sex?

8. What if I suddenly inherited a million dollars?

9. What if my family suddenly decided to move to Big City, U.S.A.?

10. What if I were told today that I could not continue going to school, and would have to find a job?

11. What if I could choose anywhere in the world I wanted to live and could move there next week?

12. What if all my closest friends suddenly left town?

13. What if my mother and father had twins next year?

14. What if I get married when I am 18 years old?

Open-Eye Imagery. Another way to use imagery constructively is to create mental images of a common object. Try to imagine what it is like to be a chair . . . a desk . . . a tree. Give that object life and imagine it moving around. After you have tried this, you might want to try a light-hearted, imaginative game like those found in *Put Your Mother on the Ceiling* (deMille, 1973). Following is an example adapted from deMille. The prerequisites are a desire to play and the absence of distraction. You should read the game to your students, pausing at the slash marks to give them time to imagine things, and then read on. Say: The name of this game is "Put Your Self on the Ceiling."

> Imagine that your Self is standing up in front of your desk./ Give your Self a book to hold./ What color is the book?/ Now give your Self a magic marker and a sheet of paper./ What color is the marker?/ Now change the color of the book./ Change the color of the marker./ Change the color of the book again./
>
> Have your Self walk to another part of the room./ Have your Self go to another room./ Have your Self go outside./ Have your Self go out to the Parking Lot./ Now come back through the main entrance/ down the halls/ and into the cafeteria./ What would your Self like to eat? Go to the line and get it./ Have your Self go outside./ Have your Self sing./
>
> Have your Self come back to this room./ Have your Self jump up and touch the ceiling./ Have your Self sit in a chair./ Have the chair float up to the ceiling and stay there./ Have your Self reading a book up there./ Have the chair come down./ Have your Self move to the corner./ Have your Self turn upside down and stand on the ceiling./ Walk all around the ceiling./ Have your Self do something else up there./

> Have your Self come back down and sit in a chair./ What would you like to have your Self do now?/ All right, do that./ Have your Self do something else./ How does your Self feel right now?/ Have your Self be happy./ Have your Self thank you for putting "it" in all those interesting places.//

What was the name of the game we just played?

Be sure to make certain everyone is reoriented by asking them to point to various objects around the room. Afterwards, you can talk about it with your class to get their impressions.

Use other such open-eye, sit-at-your-desk imageries if you and your group liked that one. You can put different people or objects into the image.

Fantasy Trips. Fantasy trips are fun and can be useful to encourage students to explore possibilities and think without limits. Start with those which are fairly reality-bound, such as asking students to think about alternative lifestyles.

A. Advance Preparation

1. If you anticipate problems with your school administration, you might want to let them know what you plan to do or why. Explain how valuable the process will be in expanding the students horizons and encouraging creative thinking.
2. Discuss this with your students to assure they want to do it. You'll probably find they're enthusiastic. If you want them to bring pillows and blankets to stretch out on the floor, it would be best either to have them explain the activity to their parents or to send home a note describing the purpose of the fantasy trip.
3. Rehearse reading the fantasy trip alone so you will feel comfortable reading it before your group. Practice will enable you to regulate the speed and pauses, as well as to modulate the tone of voice to be smooth and calming.

B. Process (on the day of the Fantasy Trip)

1. Preparing the environment.

   ·clear a space *if* the students are to stretch out.
   ·close the shades and dim the lights.

2. Preparing the students.

   ·relax

- use these instructions for students:

  Begin by getting as comfortable as you can . . . Settle back comfortably . . . Try to let go of all the tension in your body . . . Take a deep breath. Breathe right in and hold it (pause 5 seconds). And now exhale . . . OK, now make a fist--a real tight fist . . . Make it tighter. Feel how tense and tight it is . . . Now let go--just stop tensing and relax . . . Try to feel the calm that comes when you stop tensing. Notice the contrast between tension and relaxation. Now close your eyes and relax all over.

3. Actual Fantasy Trip.

   At this point you should lead the students through the Fantasy Trip you have prepared or chosen to meet your goals. (At the end of this section are some examples you might want to try.)

4. Reorientation to reality.

   To insure that students are able to distinguish the Fantasy Trip from reality, there must be a clear end.

   - you might ask them to think of various physical objects or to begin using their reasoning or memory rather than imagination.

   - you might ask them to name the game, answer questions about what day it is, or to point to some object in the room.

C. Helpful Hints

1. If the group seems restless or bored, cut it off. The group may not be ready for this type of activity.

2. Try again. Go back and use the open-eye fantasy or more "What if" discussion questions, and then repeat the fantasy trip, changing details or the entire trip if you wish.

3. Be flexible in physical setting. You might want to try outside.

4. If a student seems afraid or has difficulty getting involved, continue with the rest of the group and plan to talk to him/her individually later.

   - Prepare the group for the fact that this might happen to one of them and if it does that person should sit quietly while the others participate.

·Remind any student who becomes uncomfortable with the process that each individual is in control of personal imagination or fantasy.

REFERENCES

Alschuler, A. S. Humanistic education. In R. W. Burns, & G. D. Brooks (Eds.), *Curriculum design in a changing society*. Englewood Cliffs, New Jersey: Educational Technology Publications, 1970.

Bradbury, R. If I were a teacher. *Learning*, 1973, *1*(7), 14-17.

deMille, R. *Put your mother on the ceiling*. New York: Viking-Compass Press, 1973.

Pfeiffer, W. J., & Jones, J. E. *A handbook of structured experiences for human relations*. (Vol. I). LaJolla, California: University Associates, 1969.

ROLE PLAYING IN THE CLASSROOM

Role-playing is a tool educators can use in diverse situations. It can be used to interpret a literary passage, as a method for problem solving, to teach effective interpersonal communication, or to help individuals create alternatives by affording opportunities to try out new roles. Once a teacher is familiar with the technique, it can be included in lesson plans or used spontaneously when an appropriate situation arises. The fact that a role-play only requires a few minutes (3-5) adds to the flexibility of this technique. In this section, the theory and use of role-playing will be discussed.

In order for students to feel comfortable in becoming involved in a role-play, a "safe" environment must exist. Appropriate attitudes of non-judgmental acceptance, mutual respect, and support are necessary. The room should be quiet, and it is sometimes helpful to arrange the chairs in a circle or semi-circle.

Who. Students should understand one doesn't have to be an actor or actress to take part in a role-play. Role-playing is a natural process, and everyone has engaged in it at one time or another, if only to play "cowboy" or join in a game of charades.

What. Role-playing is a technique that relies on spontaneity, fantasy, and feeling. It is initiated, limited and guided by the teacher, with some of the class members participating and the remainder of the class observing.

Why. Communication skills are widely accepted as being among the most necessary and valuable tools a student can learn. Role-playing experiences provide participants and spectators with an opportunity to become involved in dealing with common social situations and problems that occur in daily life. In resolving these situational dilemmas, the participants use skills in the areas of values clarification, decision making (including exploration of alternatives and consequences), and problem solving. Students can experiment with alternate methods of dealing with a situation, in a safe environment, until they decide on the most appropriate, effective one. Feelings, thinking, and acting occur simultaneously, allowing students to develop knowledge of their own feelings, as well as sensitivity to the feelings and needs of others. It often happens that social problems and tensions decrease as a result. In addition, students increase the breadth of their own experience and expand the possible range of their behaviors.

When. Role-playing is useful throughout the school career. Though older students may initially be more self-conscious, that will tend to disappear with practice.

How. You will need:

a. a director (yourself)
b. a protagonist (the main character)
c. one or more assistants (volunteers for supporting roles)
d. observes (class and/or other faculty)

Steps:

1. *Select* a topic or issue to be enacted, keeping in mind the privacy of each student. (It is advisable not to share the topic with the class until Step 3 in order to preserve spontaneity and prevent rehearsing.)
2. *Warm-up* the group by pantomiming some unemotional types of activities (e.g., walking across an icy sidewalk, eating a spoonful of peanut butter, tossing a feather to each other.)

3. *Explain* the problem situation to the class. The issue needs to be made clear, as well as the purpose for enacting it. The class should understand the setting, the character roles, and the events of which the situation is comprised.

4. *Ask* for a volunteer to be the protagonist. Let that person choose the other actor(s). (Never *force* a "volunteer.") It is important not to have students assume their usual life roles, as they tend to become too personally involved and could be deeply affected by the audience reactions. The emotional (feelings) and intellectual (ideas) aspects of the characters should both be described.

5. *Prepare* the audience by involving them in an active way. Ask that they attempt to "feel" along with one or two of the "acting" participants; suggest they act as critics and later be able to discuss alternative methods for dealing with the issue. Another approach is to divide the class and ask each group to look for something different: How realistic was the enactment? the solution? What helped bring the action closer to resolution? What were you feeling at certain points?

6. *Enactment* now takes place. Try to keep your intervention minimal. If the action seems to be veering off in an unrelated direction, you should step in and briefly address suggestions to the *characters*, not to the students personally. Timing is important. Allow the action to progress long enough for students to become involved and create some solutions, but be alert for signs of interest waning on the part of participants or observers. If confusion with the activity occurs or students are having difficulty with their roles, stop the activity.

7. *Discuss* together what has taken place. Emphasize that the actors are merely portraying roles, and that the way the situation is handled in the role-play does not reflect on them personally. Criticism on acting ability is also out of order. Discussion should be directed toward the solution that was enacted and alternatives that might have been pursued. It is also necessary to relate the issue to personally relevant experiences.

8. *Re-enactment* should follow immediately, trying out alternative suggestions. If so desired, participants can exchange roles or new actors can be selected from the audience. This process of re-enactment can be repeated as often as seems necessary.

9. *Discuss* the re-enactments.

These nine steps are the standard role-playing stages. They can be modified according to the levels of different groups. Some additional "helpful hints" are listed below which may be of interest, particularly if using role-play is a new experience for you.

1. If possible, it would be beneficial to arrange the class in a circle. This provides a delineated area for actors and allows for optimal "seeing" and "talking together."
2. Be sensitive to the groups as a whole. Stop enactments and discussion while interest is at a peak. If the group becomes restless, it is an indication the action has been prolonged. Be brief and to the point, and encourage the class to do the same. Cut the action when:
    - Enough information has been presented that the problem can be analyzed.
    - The group can project the next steps.
    - There is an impasse.
    - There is a natural closing.
3. The student who acts up can destroy the creations of other students. If this behavior occurs, stop the group and review the ground rules.
    - Act in the designated space.
    - For pantomine, actions only. No words.
    - Do not disturb the acting of others.
4. If silly or self-conscious behavior occurs, redirect the actors to their *roles*.
5. For a hesitant group, begin with simple situations.
6. After the class is familiar with the technique, let them come up with suggestions for situations to enact.
7. Avoid overuse of the technique, and remember to focus on problems meaningful to the whole group.

FIELD TRIPS

Traditionally, the focus of field trips has been on products or objects. Field trips should focus on people as well as products. Rather than just looking at the steps in baking a loaf of bread, the people involved in each step are observed and talked with to discover the answers to such questions as "What work tasks do you perform?"

and "How do you feel about your work?". The person in the world of workers becomes the main focus.

Exploring the world of work through field trips increases the relevance of the world to the students. Increased relevancy of the world results in an increased classroom interest on the part of the students. The school faculty will be able to use this increased interest in improving the quality of living in the high school. Field trips bring life-centered activities into the school and guide students into involvement in a realistic and natural manner.

Traditionally, field trips have been thought of as being a time when the teacher takes the class by car or bus to a site away from the school. Tight budgets and rising transportation costs have caused many school districts to reduce or cancel field trips. This means that school personnel involved in guidance programs must create other opportunities for students to observe the world of work first hand. Even if the energy crisis or budgetary changes have not affected field trips, alternatives to bus or car field trips are a worthwhile consideration. Some possibilities are:

- Take a walking tour of the school community. What businesses or industries are in the immediate neighborhood? Who has an office at home--perhaps a salesman or a builder is within walking distance.
- Plan a full-fledged field trip to the school library, cafeteria, or school office. Students seldom really know what work tasks school personnel perform.
- Be aware of workers around the school building--outside as well as inside. Telephone repair persons, power company workers, delivery persons and trash disposal people all provide students with the opportunity to observe workers at work. Talking with these people helps the workers gain a greater sense of self-identity, too.
- Encourage individuals to take field trips on their own or with their family. Help students plan for this.

Preliminary Planning for Field Trips

Trips outside the classroom must be carefully planned if they are to be worthwhile learning experiences. A successful field trip involves many people. The understanding each person has of their role and the way in which that role is executed will determine the value of the learning experience. The planning of the field trip is in itself a learning process for students. The exact procedures to be followed in planning a field trip will be determined by school system policy; however, there are some general ideas that are applicable to any school system.

A re-education of the people to be visited is one of the first steps in planning. People in the world of work are accustomed to a group of students coming in, looking at the product produced, asking a few pertinent questions about the production or process involved, and leaving. Because the field trips will place a primary focus on people, it is necessary to talk with the people involved prior to the field trip so that they will know what to expect. Field trips which focus on people will require that people at the sites to be visited will plan differently. This type of field trip emphasizes talking with several workers at a worksite; thus, it necessitates involvement of more than one person and the planning for space and time for asking questions. Some worksites may not be able to accommodate field trips which focus on the personal involvement of workers. Perhaps workers will not be permitted to talk with a groups of visitors or maybe safety regulations prevent a student group from going to a certain part of the worksite. In these cases there may be some alternatives that can be implemented, e.g., the worker visiting the school or one student arranging for a one-to-one interview.

The following section offers some seeds to be planted within educators' minds. Their growth will result in a plan for gaining commitment to field trips from local business and industry representatives. The exact procedure that is followed will be determined by each person's situation. Whoever is responsible for the planning of field trips--teacher, counselor or administrator--should adopt perseverence as a byword! It is important to keep in mind that they're asking people to make a change in their business operations. It may take business and industry sometime to see where field trips which focus on workers fit into their daily operations.

Gaining a Community Commitment to Field Trips

A field trip focusing on workers means that the personnel at the worksite to be visited must make some changes in their traditional way of dealing with groups of visitors. They must commit themselves to refocus their tours to include people as well as products. One way to get this commitment is for school personnel to conduct a Community Resource Survey. (See sample questionnaire for such a survey on page 805.) Through the survey, people within the community who are willing to participate in the world of work exploration will be identified. The survey should include a wide community area rather than just the immediate school community.

Once a willingness to participate has been established it is essential that a personal contact be made with the business so that they will know ways they may help make the field trip meet the goals for students. There are a number of ways the personal contact might be made. The following paragraphs offer suggestions for three ways. The first two require involvement and commitment on the part of all school personnel while the third is a suggestion for individual teachers.

A visit by a member of the school staff to each worksite is the ideal way to make personal contact. In this way the staff member is able to obtain firsthand information about the facilities available and the kinds of experiences the students will have. Personnel at the worksite will have the opportunity to clarify questions they might have. This method is time consuming and unless there is time during the working day for staff members to make the visit, it may be difficult to meet with the necessary personnel. These immediate barriers might prevent a school system from giving this possibility further consideration; however, the benefits should be considered before the idea is discarded completely. By having a variety of school personnel make the personal contact staff knowledge and awareness of the world of work will be increased. Through personal contacts by individual teachers, counselors or administrators, people in the world of work will have an opportunity to gain first hand information about the activities of the schools.

A second possibility for making personal contact is to *invite a large group of worksite representatives together* for a meeting at the school or other central location. During the meeting school personnel might present an explanation of what is expected as a result of field trips. Having a group of students model or demonstrate a typical interview would be helpful to the business and industry representatives. Time should be reserved for small group discussions in order that specific questions may be answered. This type of personal contact assures that the same information is given to each person. It also enables representatives of business and industry to meet and talk with each other.

The third possibility for personal contact with worksite representatives is to have *individual teachers identify the worksites that members of their classes will visit* and invite representatives of those sites to their classrooms. In this way students will be able to assume responsibility in identifying some of their own expectations for worksite visits and for answering questions of the representatives. Representatives may be invited in singly or as a group, whichever seems most workable for individual teachers.

The personal contact portion of planning for field trips is time consuming and may become a complex task. It is also one of the most important parts of the planning and preparation. Obtaining the commitment of business and industry personnel will maximize the potential of field trips in developing an awareness of the world of work.

Though making personal contact with representatives of business and industry will require school personnel to become involved in a new way, a staff which is truly committed to the Career Education concept will be willing to devote time to exploring all possibilities for the effectiveness of the program. They will be willing to devote time to proper preparation and pre-planning. The increasing use of aides, paraprofessionals and volunteers makes it easier for educators to utilize their time in ways other than paper work and detail. It may even be desirable in some schools for someone other than certificated personnel to make the personal contact. Whatever the choice of method of personal contact it is mandatory that worksite personnel know what is expected during a field trip. It is also important for school personnel to know what the worksite has to offer to fulfill the needs of students.

Field Trip Resource File

Establishing a field trip resource file is the next step in planning for field trips. After commitment has been obtained from business and industry representatives, the names of those willing to participate should be organized in some way. If it is to be a school-wide file care must be taken that every teacher, counselor and administrator has easy access to it. Someone must be responsible for keeping the file up to date. Each year, follow-up contacts should be made with business and industry representatives to make sure they want to maintain their commitment. Outdated information reduces the usefulness of the file to school personnel.

A loose-leaf notebook or a card file might be used as the organizer (see pages 806,807 for samples of each). One advantage to using a notebook is that the pages can be easily reproduced and distributed to school staff. Included in the file should be educator and pupil evaluations of each worksite visit. This portion of the file will be helpful when others are planning their worksite visits (see page 808 for sample). It is important that the field trip resource file be well publicized among school staff and that classroom teachers contribute ideas for the information to be included.

Teachers and other educators who use the file should be informed as new information is gained.

Classroom Planning for Field Trips

Preliminary planning complete, educators are now ready to begin the process of a real world exploration with their students. The educator is a key person in the planning and taking of the field trip. The planning he or she directs will determine the learning potential of the venture. Teachers, counselors and administrators know the most about the interests and capabilities of their pupils and the physical limitations of their particular situations. The fundamental "how's" of making the trip will be about the same from classroom to classroom and school to school but the "when" and "where" will be a decision made by each educator guide and her or his student group. To be considered in "how" to plan a field trip is the classroom preparation, administrative procedure and the identification of individual responsibilities. "When" and "where" the class goes will be determined in part by the size of the group, abilities of the group, parent support and attitude of the administration. The possible places to go for field trips are unlimited. In planning, educators should keep in mind that all field trips do not have to be made by an entire class--a small interest group might be sent to bring back certain information to share with the class. (This procedure requires that some special planning be made with the parents and school administration.)

Common to every field trip will be a skeletal outline of preparation tasks and general responsibilities. The specifics will be determined by the needs presented by each field trip. A suggested outline follows:

A. Decide to take a field trip
    1. Identify site (where going)
    2. Identify participants (who's going)

B. Make physical arrangements
    1. Obtain permission from the principal
    2. Contact and obtain permission from the person in charge of the place to be visited
    3. Obtain permssion for students to go on field trips from parents or guardians
    4. Arrange for bus or for parents to drive if place to be visited is not within immediate community

C. Plan details of visit

1. Pre-trip planning
    - Gather factual background information
        - from books
        - from resource persons
        - from filmstrips/movies
    - Talk with pupils about expectations of trip
        - workers to be seen
        - tasks performed by workers
        - product produced
    - List anticipated questions
    - Decide how information will be recorded
    - Discuss specific details
        - time and date of field trip
        - method of transportation
        - individual responsibilities
        - special needs
            - clothing
            - food
            - equipment or tools
            - money
2. Post-trip planning
    - React to field trip
        - discuss expectations of field trip and compare with actual experiences
        - select group to make written reactions to field trip (see form on p. 808)
        - select group to write a note of appreciation
    - Extend and share field trip experiences
        - gather information to answer questions that arose as a result of the new experience
        - write stories, create songs and plays
        - make charts, murals, booklets
        - plan three dimensional display

COMMUNITY RESOURCE QUESTIONNAIRE

Community Resources
(To be sent with letter to community resources)

1. Name of Business/Industry______________________________
   Address____________________________ Phone__________
2. Would various workers be able to visit the school?__________
3. To arrange a school visit, contact______________________
   Job Title____________________________ Phone__________
4. To arrange a field trip, contact______________________
   Job Title____________________________ Phone__________
5. Is tour more appropriate for junior high students____, senior high students____, both____?
6. How large a group can be accomodated at one time?
7. Is it possible for a large group to divide into several smaller groups and each be able to have more in-depth experiences________
8. How many school groups can be handled each school year?________
9. Is there a best time of the year____month____day____ to visit?
   If so, when?____________________
10. How much time is needed for a visit?____________________
11. Is there any cost to students?__________ to school?________
12. Are there eating facilities for visitors? ________
13. What are some of the unique things students will experience at your business or industry?____________________
14. Are there any instructional aids available to us for either pre- or post-visit use? If so what are they and how may we obtain them?
    ____
15. Are there any special safety precautions we should talk with students about prior to the visit?____________________
16. Can your school community help you in any way?________________

FORM FOR LOOSE-LEAF NOTEBOOK
RECORDING FIELD TRIP RESOURCE INFORMATION

Field Trip Resource

Type Resource: *______

1. Business ______________________ Address ___________________________

   Phone _________________________

2. Contact ______________________ Job Title _________________________

   Phone _________________________

3. More appropriate for junior high ___ senior high ___ both ___ ?

4. Maximum group size _____ Can group divide into smaller groups?

   _______ Maximum school groups per year _______ ?

5. Best time to plan visit ____

   Time needed for visit ____

6. Cost: To pupils ____________ to school __________________________

7. Eating facilities ____

8. Unique features of visit ____

   ____

9. Safety precautions necessary for visit __________________________

   ____

10. Classroom instructional aids available __________________________

    ____

11. Obtain aids from _____________________________ Phone _____________

*This space is for indicating the way the resource is classified according to the school established classification system.

CARD FILE FORM FOR RECORDING
FIELD TRIP RESOURCE INFORMATION

Field Trip Resource

Type Resource_______

1. Business__________________Address______________Phone_________
2. Contact____________________Job Title____________Phone_________
3. Most appropriate for junior high____senior high____both___
4. Maximum group size_____Can group divide into smaller groups? _____ Maximum school groups per year_____
5. Best time to plan to visit___________________________________
6. Cost: to pupils_____________ to school_____________________
7. Eating facilities____
8. Unique features of visit_____________________________________
9. Instructional aids available_________________________________
10. Obtain from_________________________________Phone_____________
11. Safety precautions____

FORM FOR FIELD TRIP EVALUATIONS

Field Trip Evaluation
(To be completed by educators(s) and pupils together)

Place visited________________________________. Is a resource form

available in file for this worksite?__________ If not, who was contacted

____________________________________Phone____________________________.

Brief description of visit____

____

____

Who may be interviewed?____

____

Who may be seen at work?____

____

What was the best thing about the visit?______________________________

____

What would you tell your friends about the visit?_____________________

____

Do you recommend that others take the same trip?____ Why or why not?

____

____

What could be done to make the trip better? __________________________

____

VISITS BY RESOURCE PERSONS

Inviting resource persons to the school provides an opportunity for exploration of the world of work without leaving the school building. Most of the procedures that are followed in planning field trips will be applicable to planning for people coming into the school. Inviting people in to talk with educators and pupils serves a two-fold purpose--it provides opportunity for getting more personally acquainted with people in the world of work and it provides opportunity for people in the world of work to visit a school to see first hand what's happening in education today.

People representative of a variety of occupations will be invited to visit the school. It has been common for teachers to invite dentists, nurses, and fire fighters, but seldom are garage mechanics, morticians, and back hoe operators asked to talk with students. Being asked to speak to a class about their work also contributes to the workers' self/work concept.

When students are first beginning to put their interviewing skills to work, school visits by resource persons enable them to try their new skills free from distractions. These visits will facilitate the pupils' becoming comfortable with all types of world-of-work explorations.

Obtaining School Resource Persons

There are several ways to go about the process of getting resource persons. The immediate resources provided by students in a particular class may be utilized. Parents or other people close to students are probably the easiest to involve. Creating a school-wide resource file utilizing parents of all students is a second possibility. The third way of seeking resource persons is to conduct a school attendance area survey to get involvement of people who have school-age children as well as those who do not.

Utilizing parents of students in the school is an excellent way for young people to identify more closely with the work of their parents and/or other adults. At the beginning of the school year a form letter sent home is one way to recruit volunteers. (See pp. 814 and 815 for a sample letter and resource information form.) After the forms have been returned, a filing system must be decided upon. A classification system based on the occupations related to the various secondary curriculum areas is one way to organize the file. The filing system adopted should correlate with the system established for filing field trip resources and, like the field trip file, should be useful and accessible to all staff members.

It is important that a plan be made for informing the volunteer resource persons what is expected of them during their visits. The ideal would be to invite the group of volunteers into the school for a meeting. It might be best to divide the large group into small groups for a portion of the meeting--particularly for observing a model interview and for asking questions. Students should be utilized as much as possible in the presentation.

If inviting the entire group is not feasible, a letter to each resource person is another method for letting them know what is expected of them. This letter should include suggestions of things they might bring, sample interview questions and some information about the class or group to be visited. The letter on p. 816 and information sheet on p. 817 are example forms that can be adapted to your needs.

A *school attendance area survey* is a complex but worthwhile endeavor. Its purpose is to provide the entire school attendance area residents with the opportunity to participate in in-school Career Education activities. There is a wealth of human resources the school is not utilizing because these people do not have school-aged children. Involving them in the school programs will enable them to have a greater understanding of what's happening in schools.

This project will take a great deal of human power and coordination and will require the involvement of all school staff. It may become an ongoing project that is not completed within one school year.

The long term value of undertaking this project may go beyond involving these people as resource persons--it may become a source of volunteers for other parts of the school program, as well as a source for supporters of a critical bond election.

To get the project started, the creation of a task force will be helpful. Members of the P.T.A. or other parent groups, students, and school personnel should be included as members of the task force. The purpose of the task force is to formulate plans for conducting the survey. This group of people may terminate their responsibilities once plans are underway or it may remain as the coordinating unit for the survey. Exact details of conducting and utilizing a survey of this type will be determined by the local school situation. The following general hints and suggestions for preliminary planning, for conducting the survey, and for using the information will provide some starting points.

- identify exact community area to be surveyed, divide area into sections
- decide who will be used to conduct survey (using students will enhance their awareness of their school community)
- decide upon information to be sought through interview
- recruit survey participants
- plan a meeting for surveyors to provide them with materials and other information they will need for survey
- plan ways to gather and organize information (consider having team captains), develop a survey form
- establish deadline for gathering and returning information
- publicize survey so community members will be expecting surveyors
- send follow-up letter to volunteers; include information about when they may expect to be called
- organize resource file
- make an effort to utilize as many people as possible in as many ways as feasible
- follow-up contacts each year

The benefits of this type endeavor are great. Very possibly new friendships will be formed, retired persons will be given an opportunity to use their life knowledge to help young people. Students will be able to learn more about the people who live around them, and the school will gain a whole new source for human involvement. It is complex and certainly won't be easy--but the possibilities are endless!!

Preparation

Many of the procedures you follow for field trip preparation will be applicable to school visits by resource persons. As in taking field trips, a skeletal outline is appropriate for each visit. The details will be determined by the situation each visit presents. The following outline is suggested as a possible preparation procedure:

I. Decide to invite a resource person to the school
    A. Identify persons
    B. Identify audience

II. Make physical arrangements
    A. Contact resource person
    B. Decide where (in classroom, auditorium, other) conversation will be held

III. Plan details of visit
    A. Pre-visit planning
        1. Gather background information
        2. List anticipated questions
        3. Decide how interview with resource person will be recorded
        4. Identify individual responsibilities
    B. Post-visit planning
        1. React to visit
            ·discuss visit in terms of expectations and actual happenings
            ·select group to make written reaction for future reference
            ·select group to write note of appreciation to resource person
        2. Extend and share visit experiences
            ·gather information to answer new questions
            ·create a way of telling others about new information
                ··3-D display
                ··charts, posters
                ··plays, songs, poems

School visits by resource persons offer an excellent learning opportunity for everyone involved. To maximize the potential of each visit, advance preparation is a necessity. Pupils, educators, and resource persons each must know their responsibilities and the expectations others have for them. With efficient planning each person will feel comfortable with his or her role.

SAMPLE LETTER TO PARENTS

Anywhere Public Schools

September 1, 1980

Dear Parents:

This year students will be involved in an exciting new program. You'll be hearing all of the details at the first parent-teacher-students group meeting of the year, but I want to tell you a little bit about it now. I would like to get some of you involved in the program prior to the meeting.

One of the several purposes of the program is to increase pupils' awareness of the world of work in general and workers in particular. We want pupils to begin to understand the interdependence of people, the interrelationship of school and the world, as well as the personal relevance of academic learning to the tasks they are now or will be performing.

We plan to visit actual worksites of people and to interview workers to begin understanding what workers do--both on the job and in their leisure time. We will invite workers into our school to tell us about their jobs, to show us their tools and to answer our many questions.

I believe (as does the rest of our school staff) that using the parents of current students will enrich the program. I also believe that the utilization of parents will help individual students to develop a greater understanding of their parents' roles as workers and as family members. Will you come to school and tell our group about your occupation? to tell what you do and what tools you use? to tell us the steps required to get to be the worker you are? I hope you will think seriously about it.

Attached is a form for you to fill out to let me know whether or not you'll be able to visit. Please feel free to call me if you have any questions at all. Thank you for your time and I hope to see you September 17 if not before.

Most sincerely,

/jb
Attachment

751

FORM FOR PARENT RESOURCES

Parent Resources
(Please fill out and return to school)

Name: Mother ________________________ Father ___________________________

Student's Name: ____

Would either or both of you be willing to come to school to talk with students about your occupational experiences? ________________________

Would it be possible for students to visit your place(s) of business?

____

Mother's Occupation: ____

Father's Occupation: ____

What are your non-work interests? Any special hobbies or talents?

____

____

In what other occupations have you worked? ____________________________

____

Are there states or countries of which you have firsthand knowledge? ____

Which ones? ____

Is there anyone else in your family who has special skills, knowledge, or experiences? ____

____

LETTER TO HELP PARENTS PREPARE TO BE RESOURCE PERSONS

Anywhere Public Schools

September 25, 1980

Dear Parents:

Thank you for volunteering your time to serve as a resource person. We are looking forward to your visit!

Enclosed you will find a page of general information which will help you prepare. If you have any questions that aren't answered on the sheet please feel free to call--we're here to help you in any way we can.

Again, we all appreciate your time!

Most sincerely,

/jb
Enclosure

INFORMATION FOR SCHOOL RESOURCE PERSONS

The following ideas are offered to give you an idea of what we expect from you and to give you an idea of what to expect from us. We're glad you're coming to visit us. Remember--no one knows more about you than you!

Overview: Through visits with resource persons, students (and educators) will become more knowledgeable about the world around them. They will begin to understand what *people* in the world do as workers, as leisure participants, or as family members. They will begin to learn about the various places *people* are--worksites, home, community. They will begin to understand the effects different events have on *people*--natural events and unexpected events.

When you arrive: Go to the office. The secretary will let us know you've arrived and our hostess or host will come get you.

What to wear: Because becoming familiar with the attire of various workers is a part of our awareness program, if possible, please wear what you ordinarily would wear to work. If you wear a uniform we would like for you to tell us about it. Why do you wear a uniform? Are there special safety features to it?

What to bring: We want to learn as much as possible about your occupation, so please bring whatever tools, equipment and samples of your work as you can.

What to talk about: We want to know the name of your job and where you work. Tell us, too, about any tools and/or equipment you are able to bring with you. Your uniform has already been mentioned--we want to know about that, too. We want to interview you, too. While you're telling us about your work we will think of other things we want to know. If we ask you a question you don't feel comfortable answering--just tell us--we understand!

How long to take: A class period which lasts 50 minutes.

Interview: These kinds of things might be asked in the interview:

1. How long have you had your job?
2. Have you ever worked anywhere else?
3. Tell us about a typical day. Do you always do the same thing? You might want to share with us some of the funny or exciting things that happen on your job. What do you like most/least about your work day?
4. What could we expect to make in the beginning? How high could we go?
5. What are the educational and experience prerequisites?
6. Is the job seasonal? Explain.
7. Is there a special vocabulary for your job?
8. Where can we get more information?

Cost $3000
Quantity 200

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II	*Lovdia Webber, Vocational Equity Coordinator*
Title VI	*Peyton Williams Jr., Associate Superintendent of State Schools and Special Services*
Title IX	*Myra Tolbert, Coordinator*
Section 504	*June Lee, Coordinator of Special Education*

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.